

**THE EFFECT OF THINK PAIR SHARE TOWARD STUDENTS
WRITING ABILITY AND LEARNING MOTIVATION AT MA
DARUL ULUM PALANGKA RAYA**

THESIS



BY:

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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION**

1440 H/2018 M

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DARUL ULUM PALANGKA RAYA**

THESIS

Presented to

*State Islamic Institute Palangka Raya in Partial Fulfillment of the Requirements for
the Degree of Sarjana in English Language Education*



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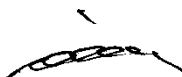
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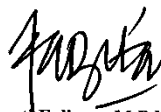
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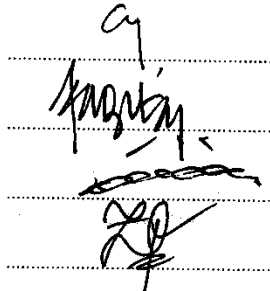
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MOTTO AND DEDICATION

“.....And do not despair from the mercy of God. Indeed there is no break from the mercy of Allah but those who are kufr.....”

(Q.S Yusuf : 87)



This Thesis is dedicated to:

Mybeloved parents, Suhuldiansyah and Salasiah. Thanks for your love, valuable endless prayer, sacrifice, and support for my study that I could not replay with such as greatest things. My beloved brother and sisters, Hafidz Anzahri, Kasrinawati and Sri Bawanti who always give me support and spirit to finish my study. Thanks for my for grandmather, my aunties, my uncles, cousins specially for Ismawati, S.Pd and Lilis Karlina, and nephews. Thanks for my beloved friends Nikmah, Wendy M.K, Allafia B. Muyashoha, Agustina Dwi Permata, Nisfa Nur Janah, Rajudin, Neneng Triningsih, Noni Indah Vianita, and Sidik Marshal, S.Pd. For your supports, help, and suggestions during doing the thesis.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Yours Faithfully,



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ABSTRACT

Wati, M. 2018. *The Effect of Think Pair Share toward Students Writing Ability and Learning Motivation at MA Darul Ulum Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) M. Zaini Miftah, M.Pd.,(II) Zaitun Qamariah, M.Pd.

Keywords: Effect, Think Pair Share, Writing Ability, Writing Motivation, Descriptive Text.

The study was aimed to measure the effectiveness of using think pair share of the students writing ability and learning motivation in descriptive text of Students at MA Darul Ulum Palangka Raya .

The research design was quasi experiment in quantitative research approach in finding out the answer of problem of study. The researcher designed the lesson plan, conducted the treatment, and observed the students' scores by pre-test and post-test. The population of this research was class X IPS, X IPA and X Religion in MA Darul Ulum Palangka Raya. The total of population was 72 students and the sample of this research was 47 students in class X IPS and X IPA. The researcher applied dependent Sample Post-test calculation to test the hypothesis to analyze the data. The data were collected from students' writing products. The subject was tenth grade at MA Darul Ulum Palangka Raya Year 2017/2018.

The researcher used One –Way ANOVA to analyse the data, and the result showed that there were significant differences among groups after doing the treatment with Fvalue was higher than Ftable ($8.653 > 3.55$). then the researcher applied Post Hoc Test to answer the research problems, and the result showed that (a) writing ability using think pair share was more effective on writing score than teaching english without giving think pair share technique with the significant value was lower than alpha ($0.01 < 0.05$); (b) writing ability using think pair share technique was more effective on student's learning motivation than teaching english without giving think pair share technique; (c) there was significant different effect of using think pair share toward writing ability and learning motivation ($0.00 < 0.05$). It meant that think pair share technique gives effect on the students' writing descriptive text at the tenth grade at MA Darul Ulum Palangka Raya.

ABSTRAK

Wati, M. *Pengaruh dari Think Pair Share terhadap kemampuan menulis siswa dan motivasi belajar di MA Darul Ulum Palangka Raya*. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) M.Zaini Miftah, M.Pd.;(II) Zaitun Qamariah, M.Pd.

Kata Kunci: Pengaruh, Think Pair Share, Kemampuan Menulis, Motivasi Belajar, Deskriptif Teks.

Penelitian ini bertujuan untuk mengukur efektivitas penggunaan think pair share pada kemampuan menulis dan motivasi belajar teks deskriptif Siswa di MA Darul Ulum Palangka Raya.

Desain penelitian adalah quasi experiment dengan pendekatan penelitian kuantitatif dalam mencari jawaban dari masalah penelitian. Peneliti mendesain rencana pelajaran, melakukan perawatan, dan mengamati skor siswa dengan pre-test dan post-test. Populasi dalam penelitian ini adalah kelas X IPS, X IPA dan X Religion di MA Darul Ulum Palangka Raya. Total populasi adalah 72 siswa dan sampel penelitian ini adalah 47 siswa di kelas X IPS dan XIPA. Peneliti menerapkan sampel Post-test perhitungan tergantung untuk menguji hipotesis dan menganalisis data. Data dikumpulkan dari hasil tulisan siswa . Subjek adalah siswa kelas sepuluh di MA Darul Ulum Palangka Raya Tahun 2018/2019.

Peneliti menggunakan One -Way ANOVA untuk menganalisis data, dan hasilnya menunjukkan bahwa ada perbedaan yang signifikan antara kelompok setelah melakukan perbaikan dengan Fvalue lebih tinggi dari Ftable ($8,653 > 3,55$). kemudian peneliti menerapkan Post Hoc Test untuk menjawab masalah penelitian, dan hasilnya menunjukkan bahwa (a) kemampuan menulis menggunakan think pair share lebih efektif pada nilai menulis daripada mengajar bahasa inggris tanpa memberikan think pair share teknik dengan nilai signifikan lebih rendah dari alpha ($0,01$ lebih rendah $< 0,05$); (b) kemampuan menulis menggunakan teknik think pair share lebih efektif pada motivasi belajar siswa daripada mengajar bahasa Inggris tanpa memberikan teknik think pair share; (c) ada pengaruh yang berbeda signifikan menggunakan think pair share terhadap kemampuan menulis dan motivasi belajar ($0,00 < 0,05$). Itu berarti bahwa teknik berbagi pasangan memberikan pengaruh pada teks deskriptif penulisan siswa di kelas sepuluh di MA Darul Ulum Palangka Raya.

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The Researcher,

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TABLE OF CONTENTS

	Page
COVER	i
COVER (Second Page)	ii
ADVISOR APPROVAL.....	iii
THESIS APPROVAL	v
MOTTO AND DEDICATION	vi
DECLARATION OF AUTHORSHIP	vii
ABSTRACT.....	viii
ABSTRAK (Indonesia).....	ix
ACKNOWLEDMENTS	x
TABLE OF CONTENTS.....	xii
LIST OF TABLES	xv
LIST OF FIGURES.....	xix
LIST OF APPENDICES	xx
LIST OF ABBREVIATION	xxi
 CHAPTER I INTRODUCTION	
A. Background of The Study.....	1
B. Research Problem.....	6
C. Objective of The Study.....	7
D. Hypothesis of The Study	7
E. Assumption.....	8
F. Scope and Limitation.....	8
G. Significance of The Study	9
H. Definition of Key Term.....	9

CHAPTER II REVIEW OF RELATED LITERATURE

A. Related Study	12
B. Writing.....	15
1. The Nature of Writing	15
2. Definition of Writing.....	15
3. Kinds of Writing.....	17
4. Types of Writng.....	24
5. The Process of Writing.....	25
6. Teaching Writing.....	27
7. Writing Assesment at Senior High School Level.....	29
8. Process Of Assesment	31
9. Product Assesment	31
C. Contructivism Theory.....	35
D. Cooperative Learning	36
E. Think Pair Share.....	37
1. Definition of Think Pair Share	37
2. Steps of Think Pair Share.....	39
3. The Porpuse of Think Pair Share	42
4. The Benefit of Think Pair Share.....	42
5. The Procedure of Teaching Writing Skill of descriptive Textthrought Think Pair Share	45
F. Writing Learning Motivation	46
1. Definition of Learning Motivation	46
2. Motivation in Learning Process	47
3. The Kinds of Motivation	48

CHAPTER III RESEARCH METHOD

A. Research Design	49
B. Population and Sample.....	49
1. Population.....	49
2. Sample	50
C. Research Instrument.....	50

1. Research Instrument Development	50
2. Instrument Try Out	55
3. Instrument Validity.....	55
a. Content Validity	57
b. Counstruct Validity	57
4. Instrument Reliability.....	58
D. Data Collection Procedure.....	59
E. Data Analysis Procedure	60

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Data Presentation.....	65
1. The Result Of Experimental Group.....	65
a. The Result Of Pre-Test.....	66
b. The Result Of Post-Test	70
2. The Result Of Control Group.....	74
a. The Result Of Pre-Test.....	75
b. The Result Of Post-Test	79
3. Validity and Reliability Of Pre-test and Post-Test.....	83
a. Validity.....	83
4. Realibility Of Test.....	89
5. Questionnare.....	93
B. Research Findings	118
1. Testing Normality	118
2. Testing Homogeinity	120
3. Testing Hypothesis	121
4. Interpretation Of Result.....	123
C. Discusion	124

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	127
--------------------	-----

B. Suggestion	128
---------------------	-----

REFERENCE

APPENDIX



LIST OF FIGURE

Figure	page
4.4 The Frequency of Grafic Distribution of the Pre-test Score for Experiment Group	69
4.8 The Frequency of Grafic Distribution of the Post-test Score for Experiment Group	73
4.13 The Frequency of Grafic Distribution of the Pre-test Scorefor Control Group	78
4.17 The Frequency of Grafic Distribution of the Post-test Score for Control Group	82

LIST OF APPENDICES

- Appendix 1** : Research Schedul
- Appendix 2** : Lesson Plan
- Appendix 4** : Absent and Code Name Class IPS,IPA,Religion
- Appendix 5** : Students worksheet
- Appendix 6** : Questionnare Sheet
- Appendix 7** :Research Decress
- Appendix 8** :Curriculum Vitae



LIST OF ABBREVIATIONS

TPS	: Think, Pair, Share
MA	: Madrasah Aliyah
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
C	: Control Class
E	: Experiment Class
ANOVA	: Analysis of Variance
SPSS	: Statistical Package for the Social Science

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the study, the problem of the study, the hypothesis of the study, variable of study, limitation of the study, assumption, and objective of the study, the significance of the study, operational definition, and frame of discussion.

A. Background of the Study

writing is one of the language skills. writing also about expressing ideas into a sentence or paragraph to produce writing that is in thoughts, opinions, and feelings. Therefore we will need a sentence pattern like, present tense, simple past tense, passive voice, and we must also use the correct punctuation, such as using capital letters in the first sentence then using the full stop at the end of the sentence,

Broadman (2002, p.4) states that writing is a continuous process of thinking, organizing, rethinking, and reorganizing. The mastery of vocabulary, spelling, grammar, punctuation, appropriate content, word selection appropriate to the audience, topic and occasion, are required in writing. However, the ability of thinking and the ability to organize are crucial in order to make you express your idea in well-organized sentences, which have a good coherence and cohesion. That's why many peoples and students find it difficult to write.

According to Broadman and Frydenberg (2002, p.11), they said that good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. They also add that writing is a continuous process of thinking and

organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft.

According to Yulianti (2018, p.10) writing covers the great range of styles a student will perform in his daily lives. It may include filling forms, making lists, writing letters, note-taking, or academic writing. Writing develops students' critical thinking to express what they think and convey their idea in the arrangement of the sentence. Most of the students think that writing is the difficult skill for them.

According to Dwi Racmah (2017, p.2), writing might be considered as the most difficult skill for the students in every grade because there are many steps in writing process and students have to find their ideas to start their product; think about what to write, how to elaborate it, then arrange those ideas into some phrases to become a good writing project.

Based on the observation when I was doing teaching practice 2 in MA Darul Ulum Palangka Raya, according to students of MA Darul Ulum, a Palangka Raya said that one of their difficulty factors is creating ideas when they went to start writing. Usually, students are confused about what they will write first. The pattern of the paragraph or to the point of the theme. The researcher observed in 20 october 2017 on X IPS, X IPS, and X Religion writing class activities at Tenth grade at Darul Ulum Palangka Raya. They have low writing skills. There are : (1) students often made mistakes in stating the main idea for their writings. They had

difficulties in exploring the idea to write. They did not know what to write; (2) Students' word choices were limited. Students sometimes found difficulties in applying the appropriate words to express their ideas; (3) Students also made many mistakes in structure. They often made mistakes when applying the appropriate tense for their texts; (4) Students made many mistakes in word order. They often made many mistakes when ordering words into sentences; and (5) Students' writing lack of cohesiveness and coherence. Students did not get the specific guidance on how to write systematically.

In this study, the reason researchers chose writing skills because students have difficulties in understanding and their ignorance of the content of writing, organization, mechanics, and lack of vocabulary.

Those are some of the factors that are considered the most difficult skills for students in each class because there are many steps in the writing process and students must find their ideas to start their product; thinking about what to write, how to decipher it, then putting those ideas into phrases to be a good writing project.

There are some factors which make students' writing skills low. The basic factor is related to the students' obligations. In real life and based on the experiments the researcher brings to write it as a necessity. Because it begins with a duty and necessity it will force the brain to think and grow the habit of writing. Coupled with the use of think pair share techniques that help students to exchange ideas with a group of friends to create creative ideas. They are not accustomed to English words, so students lack the vocabulary and make errors in grammar and

spelling in their writing. This hobby makes the students have a difficulty to express their ideas in the written form. Students should practice their writing regularly to make a good writer. This factor also affects the writing mastery and makes students' writing ability low. In the term of the engagement of the students in language learning, teachers need to know about the learning strategies used by the students in their learning. Moreover, learning outcomes are really influenced by the learning process and the learning process is influenced by the characteristics of the learners and also the learning situation (Arulselvi, 2006). In addition, Mukminien as cited in Miftah (2015, p. 9) points out that the difficulties are not merely caused by the students themselves but they can also be caused by the unvaried and uninteresting techniques of the teachers in teaching writing. It will make boredom for the students and have less motivation in learning writing. The difficulties are caused some factors such as lack of vocabulary, lack of grammar understanding, lack of motivation, or even lack of confidence. Moreover, the atmosphere in the class also influences the students to write. When the atmosphere of the class is not conducive, it will make the students bored. Consequently, the students will not encourage in expressing their idea. Therefore, teachers have to do an interesting teaching learning process in class to get attention from their students and give motivation to write.

Learning offset by motivation will have a very significant role in the language learning process. Student motivation in language learning also influences their achievement in English. It is assumed that students with high

motivation in learning English will be more successful than low motivated students.

Pintrich and Schunk (2008, p.5) motivation can affect both new learning and the performance of previously learned skills, strategies, and behaviors, which has important for schooling. Motivation in the classroom affects both learning and behavior of the students who are motivated to learn more. The students with higher motivation to learn English will show an effort to learn more than students with lower motivation. Furthermore, the student who is well motivated to learn English will be more successful than the one who is unmotivated to learn. It is clear that motivation has an important role in the learning process.

Therefore, important for the teachers have to do an interesting teaching-learning process in class to get attention from their students and give the motivation to write. Learning depends on motivation, it has a significant role in language learning process. The students' motivation in language learning also affects their achievement in English. It is assumed that the students with high motivation in learning English will be more successful rather than the students who have low motivation.

Based on the explanation above the researchers was introduced Think Pair Share technique as one of the new methods to learn to write accurately. Students learn how to work with their peers to find ideas and then students combine the idea into a single entity to new create creative and effective ideas. According Olsen and Kagan, as cited in Richards and Rodgers (2001, p.192), Cooperative learning is group learning activity organized so that learning is dependent on

the socially structured exchange of information between learners in groups and in which each learner is held accountable for his/ her own learning and is motivated to increase the learning of others. According to Banikowski and Mehring, 1999; Whitehead, 2007 cited on Azlina (2010, p.23), there are some benefits of TPS for the student are: The first benefit is that TPS can improve students' confidence. The second is the user of the timer gives all students the opportunity to discuss their ideas. The last, the Think-Pair-Share technique improves the quality of the students' responses. For teachers, The teachers create a new situation to make their students speak up. Secondly, the teachers can manage the classroom. It is not teacher-centered anymore. The teachers consider the students as the center of the teaching and learning process.

According to Ulrich and Glendon (2005, p.40), using think pair share in teaching and learning process gives the students a chance to discuss their individual solutions with another student where the students get both positive reinforcement and support for their answer, which increase their confidence before presenting their thoughts to the whole class. In addition, using think pair share can encourage the students to be more active and comfort in developing their ideas especially in written form.

B. Research Problem

The problems of this research are :

- 1) Is there any significant effect of using think pair share toward writing ability of eleventh grade students at MA Darul Ulum Palangka Raya?

- 2) Is there any significant effect of using think pair share toward learning motivation of the students at Ma Darul Ulum Palangka Raya?
- 3) Is there any significant effect of using think pair share toward writing ability and learning motivation of the students at MA Darul Ulum Palangka Raya?

C. The Objective of the Study

The purpose of this research is as follows:

- 1) To find the significant effect of using Think Pair Share on the ability to write English education students at MA Darul Ulum Palangka Raya.
- 2) To find the significant effect of using Think Pair Share on students learning motivation at MA Darul Ulum Palangk Raya.
- 3) To find out whether using Think Pair Share is effective in writing ability and learning motivation of the students at MA Darul Ulum Palangka Raya.

D. The Hypothesis of the Study

The hypothesis of the research presented as follows:

Ha (Alternative Hypothesis):

- 1) There is the significant effect of using think pair share toward writing ability.
- 2) There is the significant effect of using think pair share toward learning motivation.
- 3) There is the significant effect of using think pair share toward writing ability and learning motivation.

Ho (Null Hypothesis):

- 1) There is no significant effect of the students' result on writing ability by using think pair share.

- 2) There is no significant effect of the students' result on learning motivation by using think page share.
- 3) There is no significant effect of the students' result on writing ability and learning motivation by using think pair share.

E. Assumption

This study assumes that using the think pair share to teach paragraph is effective for students. In this case, the researcher to make Think Pair Share could be an interesting and effective technique to teach Descriptive writing. The students are expected to write easier when working together with a friend than their own selves. Furthermore, the students' writing motivation in this research is a positive power or attitude that comes from inside and outside of the students and it can change those students to be better than before in writing ability using think pair share. Moreover, writing is an activity to transfer messages by arranging the words in written form. It means the students' writing motivation is an inner power inside and outside of the students to do writing activity.

F. Scope and Limitation

According to the background of the research above, the researcher makes the limits of this study. This research is included in experimental (quasi-experimental) research using quantitative design. This is focused on the Think Pair Share effect on writing skills, particularly on descriptive text. The researcher used descriptive paragraph writing and investigate the learning motivation in this study. This research was being carried on tenth-grade students of MA Darul Ulum Palangkaraya for two months.

G. Significances of the Study

The use of this study is expected by the researcher as follows:

- 1) Theoretically, the first, this study supported writing methods to improve students' abilities. The second, the researcher would like to find the effect of this think pair share of writing ability and learning motivation at MA Darul Ulum Palangka Raya. The third, the researcher hopes this research can be useful and helpful future researchers as a reference and can be further improved.
- 2) Practically, this study provided empirical data on students progress in English class. Learning outcomes can be useful for teachers to enrich strategies in teaching English to improve students' learning motivation.
- 3) Pedagogically, this study helped the students to solve their problems, regarding writing ability and learning motivation. Furthermore, with the thinking pair share, students can be motivated to improve the ability to write then the students ability can be increased and was make a reference by teachers as a technique to improve students' writing and thinking skills.

H. Definition of Key Terms

There are several definitions of the key term in this study. There are Effect, Writing ability, Motivation, Think Pair Share (TPS), and Descriptive paragraph.

1. According to Richard (2002, p.175), effect refers to a measure of the strength of one variable's effect on another of the relationship between two or more

variables. In this study, effect refers to know the effect of the results or changes in student's writing skills in using think pair share techniques.

2. According to Weigle (2002, p.19), who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. In this study, writing refers to students to be able to know and master the system of good grammar rules and correct.
3. According to Mc. Donald (in Sardiman 2007, p.73), mentions that motivation as a change of energy in a person characterized by the emergence of "feeling" and preceded by the response to the existence of a goal. Based on the study, motivation is the power of activator that becomes active if need to is very need or comprehended. In this study, motivation refers to encourage students' interest to be enthusiastic about learning, especially in writing using the think pair share technique.
4. According to Himmele & Himmele (201, p.32) statement that think-pair-share is a powerful tool which reflects students to response the question. Think Pair Share Strategy is one of the methods that is taught by the teacher, in which the students work together in a group of the classroom to reach a purpose together. In this study, Think Pair Share refers to improve students' writing skills with their peers divided into two groups.
5. According to Pardiyono (2007, p.34) state that Descriptive is a type of written text paragraph, in which has the specific function to describe an object (living or non-living things) and it has the aim that is giving the descriptive of the

object to the reader clearly. In this study refers to give the impression or impression to the reader of the object, the idea, the place of the event and the like to be conveyed by the author, or briefly the description paragraph is usually interpreted as a paragraph whose contents describe an object so readers can see and feel what is written in the paragraph.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deals with some related studies and theoretical framework, writing, writing ability and learning motivation.

A. Related Studies

There are some research that is related to this study :

1. Oktha Ika (2017). The purpose of this study is to help students to generate ideas easily by discussing with pairs or the whole class. Besides, they can also discuss their writing in a group. The researcher uses classroom action research. The resaerch finding is That score were analyzed to find out if the individual mastery and class mastery had been reached.
2. Sumarsih and Dedi Sanjaya (2013). The objective of the study is to investigate and to find out the improvement of students achievement in writing descriptive text through the application of Think Pair Share (TPS) technique. This research is conducted as an action research procedure since involved a substantive act with a research procedure to find the improvement. the research finding is that average scores of students in every evaluation kept improving. It can be said that there is a significant improvement in thestudents' achievement in writing descriptive text by applying the application of Think Pair Share technique.
3. Bintari Rahmadhani Nur Laini (2014). The study is intended to figure out whether or not writing skill of the eighth-grade students of SMPN 9 Denpasar in academic year 2013/2014 can be improved by the application of think pair

share. This research used The study made use of a Classroom Action Research (CAR) design. The results of pre-test, post-test 1, and post-test 2 were also supported by the result of the questionnaire which showed that proved that the subjects' responses were positive to the application of think pair share in the teaching-learning process.

4. Rosnani Sahardin, Cut Salwa Hanum, Sofyan A. Gani (2017). The purpose of this study is to improve the ability of year ten EFL students at a junior-high-school in Banda Aceh. This study was conducted at MAN Kuta Baro in Banda Aceh. The method of research is quantitative research (experimental quantitative research). The result of the hypothesis that says "the use Think Pair Share can improve the ability of students to write better descriptive texts" was accepted. In other words, it can be said that the use of Think Pair Share technique overcomes most of the students' difficulties in a number of writing aspects in writing descriptive texts.
5. Dr. Tiur Asih (2013). The objective of the study was to investigate and to find out the improvement of students achievement in writing descriptive text through the application of Think Pair Share (TPS) method. The method of this research is the quantitative and qualitative approach (Mix method). The result of this study says that Having analyzed the data that have been presented in the previous chapter, it was found that average scores of students in every evaluation kept improving. It can be said that there is a significant improvement in the students' achievement in writing descriptive text by applying the application of Think Pair Share method.

Table 2.1**The Difference Between Related Studies and Researcher Studies**

The Title	The Similarities with Research Study	The Differences with Study
Think-Pair-Share: a Technique to Enhance students' Writing Skill	This study is relevant in describing the uses of TPS techniques on writing narrative text	The topic of this study focus on writing narrative text without additional variable which is motivation
Tps as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text	This study is relevant in describing the use of TPS techniques on writing text	This study used conducted as an action research subject of this studies was junior high school students and without additional variable which is motivation
The Application of Think Pair Share in Improving Writing Skill of The Eighth Grade Students of SMPN 9 Denpasar in Academic Year 2013/2014	This study is relevant in describing the use of TPS techniques on writing descriptive text	This study use class action research and the subject of this study was junior high school students and without additional variable which is motivation
Using Think-Pair-Share for Writing Descriptive Texts	This study is relevant in describing the use of TPS techniques on writing descriptive text	The subject of this study was senior high school students and without additional variable which is motivation
Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share	This study is relevant in describing the use of TPS techniques on writing descriptive text	This study used the mixed method and the subject of this studies was senior high school students and without additional variable which is motivation

Based on the table above, it can be concluded that the number of differences and equations in each of the previous researchers can be seen from the text items used by some previous researchers using narrative while researchers

now use descriptive, then most of the previous researchers used mix methodology, as well as differences in age or level of subject which is examined there are mostly investigating the murder of SMA / SMK and also some who examine junior high school students. the conclusion of this research is to know the improvement of students writing ability using think pair share technique..

B. Writing

1. Nature of Writing

According to The first stage of the writing process is called prewriting and the point at which we discover and explore our initial ideas about a subject. The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. In this stage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much (if any) written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas. According to Alice, that prewriting is away to get ideas. In this step, the writer can choose a topic and collect ideas to explain the Topic.

2. Definition of Writing

There are a lot of definitions about writing that have been given by some experts.

According to Weigle (2002, p.19), who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From the definition, it means that it is important to view writing not only as the product of an individual but

also as a social activity because writing is activities that are socially and culturally shaped and individually and socially purposed. Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a well-written text.

Writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising (Sabarun, 2011, p.41).

According to Supiani (2012, p.12), collaborative writing is the ways in which students work in a community of readers and writers and negotiate meaning and symbols used in the text. Relevant to the above definition, the writer takes one of the techniques for solving the problems of writing that is collaborative writing technique. Students are required to jointly discuss a topic, plan an outline, and contribute elements of the text (paragraphs, sentences, phrases, words) in a collaborative writing. So, by working in groups, students enjoy more opportunity to see how their peers think and create new ideas.

Richard (2002, p.303) said that writing is the most difficult skills for the second language learner to the master of putting together strings of grammatically correct sentences.

Therefore, based on explanations above, to find out further information about the problem is particularly the students' ability by using Think Pair Share can provide a channel through which teachers can achieve faster and more seamless communication with their students.

3. Kinds of Writing

There are two kinds of writing, writing paragraph was one of those kinds. Meanwhile, the other one was writing essay.

a. Writing Paragraph

In writing, a topic sentence and some supporting sentences must be unity and coherence. A paragraph is a set of related sentences that work together to express or develop an idea (Trimmer, 2000, p. 193). D'Angelo (2001, p. 318) supports this idea and states that a paragraph is a group of logically related sentences, composed of unified parts based on a single idea. Moreover, (Hoque, 2004, p. 3) defines a paragraph is a group of related sentences about a single topic. Based on the definitions above, it can be stated that a paragraph is a group of sentences with a single topic or idea.

An effective paragraph must include four requirements. First, it must discuss one topic only; that is, it must have unity of a subject matter. Second, it must say all that the reader needs to know about the topic; that is, it must be complete enough to do what it is intended to do. Third, the sentences within a paragraph must follow some reasonable order that our reader can recognize and follow. Fourth, the sentences within a paragraph must have coherence (Trimmer, 2000, p. 195). They must be so tied together that the readers can read the paragraph as a unit, not as a collection of separate sentences.

In contrast, Ezor and Lewis (2003, p. 29) proposed five steps for building the paragraph. First is selecting the topic. Second is writing a general

statement(topic sentence) about the topic. The third is jotting down possible details about the topic. Fourth is developing those details into supporting sentences. Fifth is reading the whole paragraph and make whatever changes writers feel will improve their writing.

Dealing with the paragraph writing, the first essential step is to select the topic. Then, write a topic sentence about the topic. Afterwards, provide details about the topic. The next step is to develop those details into supporting sentences using facts, evidence, example, and so on. The last step is to write the final draft and make whatever changes.

1. Definition of Descriptive Paragraph

According to Ervina Evawina S, 2010, p.7; cited on Tiur Asih Siburan (2013, p.31), Descriptive paragraph is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience.

Descriptive text is a text which describes person, place, mood, situation, and etc. In word. According to Siahaan, 2011; cited on Nani, Maria & Fenty (2016, p.23), Descriptive is a written English text in which the writer describes an object.

Elements of description. They are :

- a. Concrete Detail is the specific description that support reflects, or expand a writer's attitude or purpose. Images. An image is a concrete

- b. Images. An image is a concrete, literal (real, actual) description of the person, physical object, or sensory experience that can be known through one of the five sense (sight, sound, taste, touch, and smell).
- c. Similes. A simile is a comparison, use like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect.

According to Oshima and Hogue (2007, p.2), a paragraph is a group of related statements that a writer develops a subject. The paragraph is a group of sentences, logically combined with each other, forms a unit (Johnston, in Warsito, 2007, p.8). The paragraph always discusses only a topic that is the main idea. It is stated that a paragraph has the first sentence to state the specific point, or main idea, and the rest of the sentences in the paragraph support that point (Oshima and Hogue, 2007, p.3).

A paragraph can be as short as one sentence or as long as ten sentences. Oshima and Hogue (2007, p.2) also stated that the number of the sentence of the paragraph is unimportant as long as it can develop the main idea clearly. On the other hand, Zemach and Islam (2005, p.9) stated in clear and specific way that a paragraph is a group of about six to twelve sentences about one topic which is related each other.

Based on the explanation, it can be concluded that a paragraph is a group of the sentence that consists of a single main idea and supported by some supporting details, aims to facilitate the reader understand the meaning that is conveyed by the author.

2. Development of paragraph

According to Walters (2000, p.1), there is three principal part in paragraph writing. They are the topic sentence, supporting sentence and concluding sentences. These sentences should develop the main idea. The specifications are as follows;

a. Topic sentence

A well-organized paragraph has a topic sentence that aims to supports or develops a single idea. Moreover, Zemach and Islam (2005, p.14) state that a good topic sentence should include one clear topic or an opinion or idea of the topic. Topic sentence has an important function that is substituted or supports an essay's thesis statement, unifies the content of a paragraph and directs the order of the sentences and advice the reader of the subject to be discussed and how the paragraph subject will discuss it. Moreover, a topic sentence contains controlling ideas which limit the scope of the discussion to ideas that are manageable in a paragraph.

b. Supporting sentence

The sentences that follow expand upon the topic, using controlling ideas to limit the discussion. The main idea is

supported by a) evidence in the form of facts, statistics, theoretical probabilities, reputable, educated opinions, b) illustrations in the form of examples and extended examples, and c) argumentation based on the evidence presented. Furthermore, Zemach and Islam (2005: p.58) state that ideas and sentence need to be ordered logically. It can be done by arranging sentence that is part of the same ideas go together. The sentence can go in chronological order; moreover, one way to organize writer's supporting sentence is to decide which ideas are most important. Writers often put the most important ideas last in a paragraph, so the strongest sentence is the last ones the reader see.

c. Concluding sentence

Concluding sentence is a sentence at the end of the paragraph which summarizes the information that has been presented (Walters, 2000, p.1). The conclusion is the writers last chance to make their part clear. The concluding paragraph consists of a) a summary of the main points, or a restatement of writer explanation in different word b) writer's final comment on the subject based on the information they have provided.

Oshima and Hogue in Oniicitradewi (2012, p.1) who state that instead of having those three major structural parts, a good paragraph should also possess two additional elements; unity and

coherence. Definition of unity and coherence will be discussed in following:

a. Unity

Unity is a very important characteristic of good paragraph writing. Paragraph unity means that one paragraph is about only one main topic. that is, all the sentences that are the topic, supporting sentences, the detail sentences, and the concluding sentence are all telling the reader about one main topic. Whether your paragraph contains a sentence or some sentences that are not related to the main topic, then we say that the paragraph "lacks unity" (Walters, 2000, p.1).

Maintaining unity in paragraph necessities that every sentence in a paragraph or every paragraph in a composition should be closely related to the topic. A strong paragraph will eliminate sentences that do not relate or help develop the paragraph's main idea. Thus, a unified composition will only have paragraphs that are crucial to developing the certain main idea.

b. Coherence

Coherence refers to a certain characteristic of writing which literally means "to stick together." Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader will

easy to understand the ideas that writer wish to express (Walters, 2000, p.1).

Moreover, Oshima and Hogue, (2007, p.22) state that coherence means that writer paragraph is easy to read and understand because writer's supporting sentences are in some kind of logical order ideas are connected by the use of appropriate transition signals pronoun references clearly point to the intended antecedent and is consistent you have repeated or substituted key nouns.

b. Writing Essay

According to (Frawcett, 2000, p. 21) an essay is a group of paragraphs about onesubject. Supports this idea and states that an essay is a written compositionbased on an idea and essay as papers of several paragraphs that support a singlepoint. In other words, essay is a collection of the paragraph that contains one singleidea.

To write a good essay, a writer should follow some steps. There are foursteps to write an essay, namely: choosing a subject, prewriting; deciding on theaudience and the essay with effective introductory and concluding paragraphs, writing clear, and error free-sentences (Littell, 2002, p. 182)

Dealing with the essay writing, the first essential step in writing essay isto formulate a clear thesis statement. The thesis statement expresses thecontrolling idea for the entire essay. The thesis statement is

important to both the writer and the reader, because it provides the focus for the essay and hence guides the writer, serving as a kind of touchstone (Clouse, 2008, p. 34).

4. Type of Essay

Donald Hall in his *Writing Well* divides types of writing into four kinds.

a. Types of writing can be divided into four, which are:

1. Exposition

Exposition is an explanation. It does not argue although exposition can form part of an argument. It does not tell a story-though might explain something essential to tell a story. Tricia Hedge defines, exposition is writing that informs, clarifies, defines, analyze, or otherwise treats a subject by letting the reader. It often answers the question what, why, how.

2. Persuasion

Persuasion is used in persuading and convincing. Persuasion is used to make a case or to prove or disapprove a statement or proportion.

3. Description

The description tells how something looks or feels or sounds. It describes features such as sizes, shapes, color, sounds, etc. Alan Meyers stated that a description of a scene allows the readers to see, hear, or even feel the subject matter clearly, through

Careful word choice, strong details, and clear organization, people create a mental picture for the readers. According to Wishon and Julia as quoted by Nirwanto (that description is reproduced the way things look, smell, feel, or sound; it may also evoke moods, such as happiness, loneliness or fear; it is used to create a clear image of people, place, even of unity of time, days, and times of day and seasons. May be used also describe more than the outward appearance of people. It may be about their traits of character or personality).

4. Narrative

The narrative is telling a story –by chronological order. The narrative can belong to exposition, as describes the phases of the moon. The narration may help in argument, anecdote or exposition.

5. The Process of Writing

The writing process is a series of steps to help someone write a paper. It is like using a map to get to an unfamiliar place.

According to Miftah (2015, p. 9), writing is considered as the most difficult and complicated language skill to be learned compared to other language skills listening, speaking and reading. It requires more effort to produce meaning through writing than to recognize meaning through listening and reading.

Brown (2001, p.335) writes that focusing on the process does not mean that the result of writing is not important. The final written product could

be the written evidence of the writers' creativity. In other words, it can be said that a good process will lead to a good result. To develop the topics in a good process, there are some ways to go through.

In addition to Brown, Harmer (2004, p.4-6) states the writing process that is the stages the writer goes through in order to produce something in his final written form. Still, he states that there are four steps in the writing process. They are planning, drafting, editing and final draft. Each step is described as follows:

Step 1: Planning

In this stage, students plan and decide what they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include.

Step 2: Drafting

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be

taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written.

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. All of the writing processes above cannot be separated because those are elements in composing a well-written text.

6. Teaching Writing

Brown (2001, p. 346-348) develops some principles for designing interactive writing techniques. They are described below.

a. Incorporating practices of “good” writers

To be a good writer should fulfill some criteria. They are (1) focus on goal or main idea in writing, (2) perceptively gauge their audience, (3) spend some time (but not too much) planning to write, (4) easily let their first ideas flow onto the paper, (5) follow the general organizational plan as they write, (6) solicit and utilize feedback on their writing, (7) are not wedded to certain surface structure, (8) revise their work willingly and efficiently, and (9) patiently make as many revisions as needed.

b. Balancing process and product

Because writing is a composting process and usually requires multiple drafts before an effective product is created, make sure that

students are carefully led through appropriate stages in the process of composing. At the same time, caught up in the stages leading up the final product that it loses sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing.

c. Accounting for cultural/literary background

Make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrast between students' native traditions and those that are trying to teach, try to help students to understand.

d. Connecting reading and writing

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insight both about how they should write and about subject matter that may become the topic of their writing.

e. Providing as much as authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning.

f. Framing the techniques in terms of prewriting, drafting, and revising stages

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generating ideas, which can happen in numerous ways. They are reading (extensively) a passage, skimming and/or scanning a passage, conducting some outside research, brainstorming, listing (in writing-individually), clustering (begin with a keyword, then add other words, using free association), discussion a topic or question, instructor- initiated questions and probes, and free writing.

7. Writing Assesment at Senior High School Level

Weigle (2002, p.80) states that the final point to be made with respect to the design stage of test development is that it is important to consider all aspects of test usefulness (reliability, construct validity, authenticity, instructiveness, impact, and practicality) from the very beginning of the test development process. In many countries, the debate around assessment center on the two ways key ideas of reliability and validity (Hawthorne and Glenn, 2011, p.39).

One important area of writing assessment research has focused on trying to find the best ways to ‘score’ students’ writing (Hawthorne and Glenn, 2011, p.40). Assessment of writing remains a problematic practice for teachers and deserves some discussion in a resource about effective practices in teaching writing. In many countries, the debate around assessment center on the two key ideas of reliability and validity (Howthorne and Glen, 2011, p.39). An example of such situation would be

an achievements test for content-based language learning in which, students are asked to display their understanding of the content through writing.

Brown (2004:p.4) states that the assessment is going on the process that encompasses a much wider domain. The purposes for assessing may be to (a) diagnose students' present level of knowledge and skill, (b) monitor progress toward learning goals to help from the instructional program, and (c) provide data to judge the final level of students' learning.

Commonly, the assessment of students writing ability is done only based on the topic or material. The teacher is suggested to assess all part and skill entailed in writing, in this case, descriptive paragraph.

Barkaoui (2007, p.104) argues designing and implementing a writing assessment in an interactive process that should include considerations about scoring procedures from every beginning. In this study, the researcher uses the objective test to measure the achievement in writing the descriptive paragraph. The researcher asks the students to write a descriptive paragraph based on some questions that have been given.

8. Process Assessment

According Tompkins (2014) indicates that teachers watch students as they engage in writing in order to determine strengths, abilities, and needs. Teachers observe in order to learn about students' ability and motivation in writing, the writing strategies that teacher use, and how students interact with classmates during writing. While observing, teachers

may ask students questions such as: How is it going? What are you writing about? Where do you want this piece to go? This type of informal observation, although not graded as such, enables teachers to make informed instructional decisions and demonstrates to students that teachers are supportive of the writing process.

9. Product Assessment

Product assessment is often equated with a grade, yet this type of assessment attends only to the students' cognitive domain (Regina, 2002). This overriding obsession with correction, often narrowly focused on mechanics, actually undermines the more fundamental aspect of composing--content and clarity. Intensively marked papers give too many details, overwhelming and demoralizing the students in addition to overloading the teacher. Researchers have found that constructive, encouraging, and frequent feedback, as well as responses that emphasize content and process rather than just conventions, lead to improved competency and positive attitudes to writing. Praising what students do well improves their writing more than mere correction of what they do badly. Intensive correction actually does more damage than moderate correction. Focusing students' attention on one or two areas of concentration and improvement is more helpful.

When students use the writing process, intensive correction is not as likely to be required because students usually write more carefully considered and crafted compositions. They have gone through several

revisions. They often reflect a more thorough understanding of the assignment's nature. They require, therefore, a thoughtful response from teachers. Too often teachers revert to reacting and evaluating papers only in terms of mechanics.

Assessment of the process student's use when writing is of great importance in assisting students to improve their writing; however, the finished composition or product is also important as an indication of writing achievement.

In this research the researcher was used five aspects are content, organization, vocabulary, language use, and mechanics. Based on the procedure of implementation above the researcher should has criteria or scoring guide that had been prepared before do evaluation. The researcher prepared the scoring guide for recount paragraphwriting as follows:

Table 2.2 Scoring Rubric

The following table shows the scoring rubrics of writing according to Jacob et al in Weigle (2002, p.116)

Aspects	Level	Score	Criteria
CONTENT	Excellent to Very Good	30-27	substantive, through the development of the topic, effective and appropriate details of topic or story
	Good to Average	26-22	adequate range, adequate development of the topic, sufficient details of topic or story
	Fair to Poor	21-17	little substance, inadequate development of topic and detail

	Very Poor	16-13	non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION	Excellent to Very Good	20-18	fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to Average	17-14	somewhat choppy, loosely organized but main ideas stand, logical but incomplete sequencing
	Fair to Poor	13-10	non-fluent, ideas confused or disconnected, lacks logical sequencing
	Very Poor	9-7	does not communicate, no organization, or not enough to evaluate
VOCABULARY	Excellent to Very Good	20-18	effective word/idiom choice and usage, word form mastery
	Good to Average	17-14	occasional errors of word/idiom form, choice, usage but meaning not obscured
	Fair to Poor	13-10	frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	Very Poor	9-7	little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
LANGUAGE USE	Excellent to Very Good	25-22	effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	Good to Average	21-16	effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but

MECHANICS			meaning seldom obscured
	Fair to Poor	17-11	major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletion, meaning confused or obscured
	Very Poor	10-5	virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
	Excellent to Very Good	5	demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average	4	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to Poor	3	frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very Poor	2	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic. Hence the maximum score is 30, while the minimum score is 2. By knowing the highest score and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follows.

Formula

$$\text{Score} = C + O + V + L + M$$

$$= R1 (C + O + V + L + M) + R2 (C + O + V + L + M) : 2$$

Ideal Means: very good, good, fair, poor, very poor. The table is presented as follows.

Table 2.3 The Conversion Score

Class Interval	Interpretation
80 – 100	Very Good
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
25 – 49	Very Poor

C. Constructivism Theory

According Ibraheem Alzahrani (2016, p.891) Constructivist learning theory meaning is seen as a cognitive activity that produces mental models that represent perceptions of reality”.

Basad on the theory above theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. The theory of constructivism suggests that learners construct knowledge out of their experiences.

D. Cooperative Learning

According to Slavin (2011, p.344) refers to cooperative learning as “instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content”.

According to Van Dat Tran (2013, p101); cited on Sharan, defines it as “a group-centred and student-centered approach to classroom teaching and learning”(p.336).

According to Johnson and Johnson (2009, p.45) cooperative learning is more than just asking students to sit and work together. Research has identified some components that mediate the effectiveness of cooperative learning, such as: (a) positive interdependence, which allows students to perceive that they are linked with each other in such a way that one cannot succeed unless everyone succeeds, (b) individual accountability, which gives each member of the group a sense of personal responsibility toward goal achievement, (c) promotive interaction, which takes place when students facilitate each other's efforts to learn through exchanging resources, help, motivation, and points of view, (d) interpersonal and small-group skills, which means that students must be taught social skills for high-quality cooperation, and (e) group processing, which exists when group members discuss how well they are achieving their goals and maintaining their working relationships.

In the cooperative classroom, the students cooperate, interact, share material and help other to achieve the goal. In this research, the students

understand that they have different roles or specific task to allow opportunities for all group members to participate. Cooperative learning has been successfully used in a wide range of classroom, and many studies prove cooperative learning promotes higher academic achievement.

According Mandal (2009, p.99), There are many kinds of Cooperative Learning, such as: associated with student team Learning such as Jigsaw, STAD (students team achievement division), cooperative integrated reading and composition (CIRG), team accelerated interaction (TAI) and TGT (team-games-tournaments), Think Pair Share (TPS). This research, the researcher using Think Pair Share.

E. Think Pair Share

1. Definition of Think Pair Share

According to Azlina, NAN, 2010; cited on Mahmud.A & Riki A.P (2013, p.2806), Think Pair Share is able to think and solve problems, share solutions or ideas with their partner (other students), students are prepared to be able to collaborate with other students, working together, were able to issue an opinion or idea, and sharing experiences.

Rusmaryanti, D. (2013) also explained that the cooperative learning model TPS (Think Pair Share) gives more time for students to think about and discuss with her to find a more precise answer and teaches students to help each other or in cooperation with members of the group so as to students who are less able to be assisted by a student who is able in

academic terms, so that underprivileged students in academic terms will be able to understand the subject matter.

According to Huda (2011, p132): citid on Mahmud Alpusar and Riki Appriandy Putra (2013: 28060, the steps TPS is (a) students are asked to sit in pairs, (b) give the teacher a question/problem to students, (c) students are asked to think individually in advance of answers to questions from the teacher, (d) the students discuss the results of his thoughts with a partner to obtain agreement on the answer to both of them, and (e) teachers instruct each pair to share answers agreed on other students in the classroom.

According to Triono, 2010; cited on Mahmud.A & Riki A.P (2013, p.2806), Tink Pair Share is a cooperative learning that is designed to influence the pattern of student interaction and is an effective way to create an atmosphere variation pattern class discussion, with the assumption that all the recitation and discussion requires setting the control of the class as a whole.

Think pair share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in the whole group setting, and it has built-in procedures for giving students more time to think and to respond and to help each other. The whole pattern of think pair share is divided into 3 steps, which are thinking, pairing, and sharing.

Step 1-Thinking: the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about

the answer to the issue. Students need to be taught that talking is not part of thinking time.

Step 2-Pairing: next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posted or sharing ideas if a specific issue was identified. Usually, teachers allow no more than five minutes for pairing.

Step3-Sharing: In the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

2. Steps of Think Pair Share

The think-pair-share model consists of some steps. Kagan (2009) states that there are five steps in Think-Pair-Share model, they are:

1. Organizing students into pairs

Think-Pair-Share model is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students. Besides, they will have higher chance to know each other closely, and it will increase the respect of a student to others.

2. Posing the topic or a question

Students were asked to “Think” about what they were going to see from the picture or what the picture series was about. This moment is

called as “WAIT” time. It allows students to think about their “background knowledge” of what they are going to watch or write. It is a silent thinking time. It is very useful for writing because it helps students to generate the idea, finding some important vocabulary, or remembering some important grammars.

3. Giving time to students to think

This moment is called as “WAIT” time. It allows students to think about their “background knowledge” of what they are going to watch or write. It is a silent thinking time. It is very useful for writing because it helps students to generate the idea, finding some important vocabulary, or remembering about some important grammars (Olsen). The teacher should give the students several minutes to think an answer of the question given before. They should analyze the question and use their critical thinking to answer it. Hopefully, each student has a different answer to be shared with his or her classmates.

4. Asking students to discuss with their partner and share their thinking

In this section, each student will share his or her own answer to his or her partner in pairs. They will share their thinking and discuss each other to find the best answer. Furthermore, this activity can be developed into the higher level by gathering one pair into another pair, so that there will be some groups that consist of four students in each group. It means that there will be many ideas to be shared in order to find the best answer, and it helps the students to improve their critical

thinking and analyzing. However, this activity helps the students develop not only their knowledge but also their communicative skill and confidence.

5. Calling on a few students to share their ideas with the rest of the class

The last step of this model is calling some students to share their ideas with the rest of the class. Some students give their answer, and the others can give their opinion or other answers. However, it improves not only the student's knowledge but also their confidence.

In line with Azlina, Kagan (2004, p.125) states that there are five steps to implement TPS. First, the teacher decides on how to organize students into pairs, for examples: the counting heads, ABAB, male/female, etc. Second, the teacher poses a discussion topic or a question. Then, the teacher gives students at least 10 seconds to think on their own ("think time"). Next, the teacher asks students to pair with their partner and share their thinking. Last, the teacher calls on a few students to share their ideas with the rest of the class.

From the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas in whole class or other pairs.

3. The Purpose of Think Pair Share

This simple questioning technique keeps all the students involved in class discussions and provides an opportunity for every child to share an answer to every question. It is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. It takes the fear out of the class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond.

According to Lie (2008, p.46), there are some purposes of working in pairs. First, it can increase the students' participation. Second, the students will have more opportunities to give their contribution. Last, it is not wasting time to build a team.

4. The Benefit of Think Pair Share

1. For students

According to Banikowski and Mehring, 1999; Whitehead, 2007 cited on Azlina (2010, p.23), there are some benefits of TPS. The first benefit is that TPS can improve students' confidence. Many students feel more confident when they discuss with their partners first before they have to speak in a larger group or in front of the class. Thinking becomes more focused when it is discussed with a partner.

The second is the user of the timer gives all students the opportunity to discuss their ideas. At this knowledge construction stage, the students will find out what they know and do not know

which is very valuable for students. Therefore, students are actively engaged in thinking. From the opportunity, students will be more critical thinking to discuss and reflect on the topic. Students have an opportunity to share their thinking with at least one other student, thereby increasing their sense of involvement.

The last, the Think-Pair-Share technique improves the quality of the students' responses. It enhances the student's oral communication skills as they have ample time to discuss their ideas with one another. Therefore the responses received are often more intellectually concise since students have had a chance to reflect their ideas.

From the statement above, it can be concluded that Think-Pair-Share has many advantages. They are linking from other students, improving students' confidences, giving opportunities to share their ideas, promoting their critical thinking, and improving the quality of the students' responses.

2. For teachers

The advantages of Think-Pair-Share are not only for students but also for teachers. By using the TPS technique, teachers can build enjoyable atmosphere in the teaching and learning process. The teachers create a new situation to make their students speak up. They motivate their students to be brave to express their ideas or feeling and to answer questions in the speaking class. Therefore, the classroom is not a silent class anymore since the students become active students.

Secondly, the teachers can manage the classroom. It is not teacher-centered anymore. The teachers consider the students as the center of the teaching and learning process. It is not spending the time to choose the students to answer the questions and ask them to share it in front of the class. The teachers will be more creative to make new materials to discuss in teaching and learning process. This technique is not only to give the students' opportunities but also it gives the opportunity to observe all the students as they interact in pairs and get an idea of whether all students understand the content or if there are areas that need to be reviewed.

There are many benefits of the Think-Pair-Share model. This kind of model can help the students to improve their communicative skill by discussing with their classmates. Moreover, they can share their knowledge each other, and it makes their effective aspect improve rapidly. Kagan (2009) mentions some benefits of the Think-Pair-Share model, they are:

1. When students have appropriate "think time," the quality of their responses improves.
2. Students are actively engaged in thinking.
3. Thinking becomes more focused when it is discussed with a partner.
4. More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.

5. Many students find it easier or safer to have a discussion with another classmate, rather than with a large group.
6. No specific materials are needed for this strategy, so it can be easily incorporated into lessons.
7. Building on the ideas of others is an important skill for students to learn.

5. The Procedure of Teaching Writing Skill of Descriptive Text through Think Pair Share.

According to Yerigan (2008), as cited in Azlina (2010, p.24), there are three stages in implementing the Think-Pair-Share technique. It is described as follows.

1. Think- Individually

Each student thinks about the given task. They will be given time to jot down their own ideas or response before discussing it with their pair. Then, the response should be submitted to the teacher before continue working with the pair.

2. Pair- with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

3. Share- to the whole class

The teacher asks pairs to share the result of the discussion or student responses, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.

F. Writing Learning Motivation

1. Definition of Learning Motivation

There are many experts who have given the definition of learning motivation. According Gardner (2001, p. 27) explains the motivation to learn is an internal and external impulse that causes a person (people) to act or do reach the destination, so that changes in her behavior is expected to occur. Gurnyei and Zoltan (2000, p.545) argue that the nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behavior. Students' motivation in the learning process can be seen from their behavior in learning, students who have high motivation to learn diligently working on the task, resilient face of adversity, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task.

Based on the explanation above Learning motivation is the desire or drive which comes from inside and outside to learn the language, especially English through a process which is done by learners to take a change of behavior as a result of experience and to get

knowledge. Motivation has also a significant role in teaching and learning process. The students who have a higher motivation will get better opportunity to succeed in their learning activities than the lower one. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related (Burhan 2000, p.564).

2. Motivation in Learning Process

According to Aryanika (2016,p.724) states that prefer the cognitive response, ie the tendency of students to achieve meaningful and useful academic activities as well as trying to profit from these activities. Students who are motivated to learn will pay attention to lessons delivered, read the material so that they can understand, and use supportive, specific learning strategies. Students who have the motivation to learn will depend on whether the activity has interesting content or a fun process.

Based on explanation above Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychical energy; neither is it viewed in strictly behavioral terms as a function of stimuli and reinforcement (Brophy, 2004, p.545) Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action and motivation is very important and effective with the motivation of students will improve the learning performance and affect the achievements they get (Brophy, 2004, p.454).

3. The Kind of Motivation

According to Elliott (2005, p.54), there are two kinds of motivation. They are intrinsic and extrinsic motivation. Intrinsic motivation comes from within (personal) and it is associated with the joy or passion of learners in getting and doing the task. Meanwhile, the extrinsic motivation is something to do with external factors associated with the task. It is like an assessment. The extrinsic motivation can be related to the instructional strategies, learning conditions, educational technologies and other elements in activity systems. Motivation can be a requirement for learner engagement. It can be a feeling of satisfaction or success the students get after doing the whole learning process. So, it can be said that students' motivation and students' engagement are closely related each other so both of them can give great impact to the students' learning outcomes (Bakar, 2014, p.272)

Arikunto (2006,p.170) states that questionnaire is a list of questions given to others who are willing to respond in accordance with user requests. Questionnaires were conducted to find out the responses of students relating to how to write text descriptive using think pair share.

The questionnaire to be used is the closed questionnaire, seen the answer column is provided at the right of the question. Seen from the answers given, the questionnaire includes a direct questionnaire, because the respondent answered about themselves.

CHAPTER III

RESEARCH METHOD

This chapter deals with research type, research design, the variable of the study, population and sample, research instruments, data collection and data analysis.

A. Research Design

The design of this study is experimental design, because this study measures the effect of using Think Pair Share on writing ability and learning motivation. An experiment involves the comparison of the effect of a particular treatment with that of a different treatment or without treatment. Quasi' experimental design is similar to randomize experimental design in they involve manipulation of an independent variable but different in that subjects are not randomly assigned to treatment group. This study was used quasi-Experimental design.

B. Population and Sample

1. Population

The population of this study was all of the tenth grade students in MA Darul Ulum Palangka Raya. Each class has a variety, there are 21 students in the experimental class, 26 in the control class, and 25 students in the try out class. the total of the total population are 72 students. There was three class of the tenth grade X-IPS, X-IPA, X-Religion in academic year 2018/2019 with total 72 students.

2. Sample

For the sample, the researcher took two classes to be the sample, the first class was experiment group used Think Pair Share and the second class was control group non-use Think Pair Share. Therefore, the researcher used cluster sampling.

Table 3.1

Population of the Research

Class	Number
X-IPS	21
X-IPA	26
X-Religion	25
Total	72

C. Research Instrument

1. Research Instrument Development

Research instrument is what the researcher use to collect the data. It can be helpful to the researcher study. An instrument is a tool which used by a researcher in using method during conducting the research in order to get the data better. Thus, determining instrument depends on the method use in the research. In this study the researcher used two instruments test they were test and questionnaire.

a). Writing Test

Ary (2006, p.201) states that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical

score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.

The data needed is to look at the students writing ability, then the research instrument used is a test in the form of writing the writing ability text. The pre-test is a test which is conducted at the beginning of the treatment. It gives information about the students' writing ability before the actions. Moreover, post-test is to measure the students' writing ability after the treatment. Both tests measure how the think pair share affect the students' writing ability

The researcher was used the test which is made by her in the form student write comparison and contrast paragraph by answering the question. Because of it is written test, the writer used writing rubric in scoring student's writing. It is devide in tofive criteria, which are content, organization, vocabulary, language use, and mechanics. Furthermore, each criterion was rated into four scales of rating score adopted from Jacob et al in Weigle (2002, p.116).

Table 3.2

Item Spesification of Writing Test

No.	Specification
	Pilihlah salah satu topik diatas untuk membuat sebuah paragraf deskriptif (Mendeskripsikan orang, tempat, atau benda).
	Pikirkanlah solusi dari topik yang telah dipilih.
	Diskusikanlah hasil dari pemikiran masing-masing secara berpasangan.
	Buatlah rancangan untuk membuat sebuah paragraf deskriptif

	(Tentang ide, fakta, definisi, detail, dan informasi lainnya).
	Setiap siswa diminta untuk membagikan hasil tulisan sebuah paragraf deskriptif di depan kelas.
	Kumpulkan hasil tulisan kepada guru.

b). Qustionnaire

Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown, 2001, p.6).

The forms for questionnaires include check list and rating scales. Designing questionnaire that are valid, reliable, unambiguous is an important issues. In this study, the researcher will use Likert-scale questionnaire form, with closed the answer to the question posed already provides. The alternative answer used consisted 5 alternative answers that strongly agree, agree, neutral, disagree, and strongly disagree.

The researcher has adapted Gardners" Attitude / Motivation Test Battery (AMTB) questionnaire of motivation. It was translated from English into Bahasa to make the students more confident and understand what the content is. Rating scale that was used in this study is Likert Scale. Likert scales consist of a series of statements all of which are related to a particular target (which can be, among others, an individual person, a group of people, an institution, or a concept); respondents are asked to indicate the extent to which they agree or disagree with these items by marking (e. g., circling) one of the responses ranging from 'strongly agree' to 'strongly disagree' (Zoltan, 2003, p.37). For the first questionnaire, the

scales ranges from „Strongly Disagree“ to „ Strongly Agree“ and they were code as (Strongly Disagree=1, Uncertain=2, Disagree=3, Agree=4, Strongly Agree=5) (Zahra, 2008, p.55). Total of the statements are 37 items, but, based on validity result, total of the statements became 32 items. Which has 5 un-valid item. A Higher score indicated higher motivation and lower score indicated lower motivation of the students which based on the criteria of score interpretation below.

Table 3.3

Scores for Each Item on a Likert-Scale

Answer	Positive Score	Question	Negative Score	Question
Strongly Agree	5		1	
Agree	4		2	
Neutral	3		3	
Disagree	2		4	
Strongly Disagree	1		5	

Table 3.4

Item Specification of Questionnaire

NO.	Intrinsic	No. Item
1.	Preference for challenge	12,14, 18, 29
2.	Curiosity/interest	1,2,15, 21, 24, 26, 30
3.	Independent mastery	20, 25
4.	Independent judgement	28
5.	Internal criteria for success	10,11, 13, 17, 19, 32, 33, 34, 35

	Extrinsic	No.Item
6.	Preference for easy work	4,7, 22
7.	Pleasing a teacher/getting grades	9, 16, 31
8.	Dependence on the teacher in figuring out problems	23
9.	Reliance on teacher's judgment about what to do	27
10.	External criteria for success	3,5,6,7

The table is shown, it comes out clearly that the greater the value the individuals attach to the accomplishment of an activity, the more highly motivated they were to engage in it and later to put sustained effort until they achieve their goal. This distinction also tells us that both internal and external factors have an important role to play in motivating learners (Aryanika, 2016, p.567).

The researcher was used Indonesian version in every question to make students easier answer. These questions were all 5-point Likert-scales. Students also gave open-ended responses to questions about the video and checklist. Questionnaire consist 5 questions which cover 5

learning strategies: memory, cognitive, affective, metacognitive, and strategies.

Table 3.5
Interpretation of Learning Motivation

No	Category	Predicate
1	80.00% – 100%	Strongly Agree
2	60.00% - 79.99%	Agree
3	40.00% - 59.99%	Unsure
4	20.00% - 39.99%	Disagree
5	0% - 19.99%	Strongly Disagree

The instruments ask respondents to see the responds of students' motivation by using teaching Think Pair Share technique in writing skill. The questionnaire was constructed in the form of the five Liker-type scales (Strongly Agree, Agree, Unsure, Disagree, Strongly Disagree) which consists of 37 questions adapted from Academic Writing Motivation Questionnaire (Awmq). Gadner, University Of Georgia. The interpretation divide by Strongly Disagree (0%-19.99%), Disagree (20.00%-39.99%), Unsure (40.00%-59.99%), Agree (60.00%-79.99%), Strongly Agree (80.00%-100%).

2. Instrument Try Out

In this study, try out was measured the validity and reliability of the test before it is given to both of groups. After getting the result of try out test, then the data is analyzed to measure their validity and reliability. If a test item do not have validity and reliability, it will be revise. The revision was made based on the analysis of the try out the result.

3. Instrument Validity

According to Ary (2010, p.225), validity is defined as the degree to which evidence and theory support the interpretations of test scores entailed proposed uses tests. Validity is also defined as the extent to which an instrument measured what it claimed to measure.

Simply, it can be said that a test was valid, if it measures accurately what intended to measure. The validity of writing scores is grounded in the purpose that the scores are intended to serve. In this study, the test aims to measure the students' writing ability.

Based on the technique guided questions for writing that was used later, it is a tool to measure the validity of writing among others, is the type of descriptive text simple but still according to the indicators in the syllabus, then the technique is new to them so that they can be enjoyed to do the test.

Ridwan (2004, p.110) said that to measure the validity of the instrument, the writer used the formulation of product moment by the person as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

r_{xy} : Index Correlation Number "r" Product Moment.

N : Number of Cases

$\sum XY$: Multiplication Result between score X and score Y.

$\sum X$: Total Value of score X

$\sum Y$: Total Value of score Y.

Interpretation:

$r_{xy} > r_t$ = Valid

$r_{xy} < r_t$ = Invalid

Arikunto (2006, p.274) said that the criteria of interpretation the validity:

0.800 – 1.000 = Very High Validity

0.600 – 0.799 = High Validity

0.400 – 0.599 = Fair Validity

0.200 – 0.399 = Poor Validity

0.0 – 0.199 = Very Poor Validity

a. Content Validity

The writing ability test employed content validity. Based on Wiersma and Jurs (2009, p.328), content validity is the process of how the test establishes the representativeness of the items in the certain domain of the skills, tasks, knowledge, and other aspects that are being measured.

Content validity is essentially and of necessity based on the judgment and judgment must be made separately for each situation. It refers to whether or not the content of the manifest variables is right to measure the latent concept that is trying to measure. In this study, the instrument tests are suitable for the condition at writing class.

b. Construct Validity

According to Ary (2010, p.218), construct validity is concerned with the extent to which a test measures a specific trait or construct. It is related to the theoretical knowledge of the concept that wants to measure. The meaning of the test score is derived from the nature of the tasks examines are asked to perform.

In this study, the writer measured the students writing ability. Therefore the test instrument is made in the researcher form and the test is done by students complete answer.

4. Instruments Reliability

According to Djiwandono (2008, p.120), the reliability refers to the degree of consistency measurement that a test yields in measuring what is intended to measure.

Reliability defines whether an instrument can measure something to be measured constantly. There are many forms that can be used to measure the reliability of the test. In this case, the writer uses the single test-single trial approach with Kuder-Richardson formula:

Table 3.6

4. After the pre-test given, the researcher taught the students in experimental group and control group about writing by using the different technique. The experimental group was taught using Think Pair Share and control group taught using the technique commonly used by previous teachers. The treatments were done 4 meetings. After doing the treatments, the researcher gave the post-test to both groups. Post-test was used to measure the student's writing ability after the treatment given. The purpose of giving post-test will to find out wheather there is significant differences between experimental group and control group or not.
5. After doing the post-test, the researcher was gave the student's questionnare.
6. The researcher gave scores to students' writing fluency by used the scoring rubric. In this case, the writer applied One Way ANOVA for correlating samples to examine the significant differenced score between experimental and control group.
7. Finally, the researcher compared the students' scores in the pre-test and post-test. It is done to know whether the students' scores in the experimental group are higher or not than students' scores in control group.

E. Data Analysis Procedure

Having got the data from pre-test, then the data was analyzed and processed by using statistic calculating the One Way ANOVA. Data analysis is the last step in the procedure of experiment, in this case, processing the data. Data processing

is the first step to know the result of both the experiment class and controlled class and also their difference.

The procedure to collect the data describe the following steps. Giving some explanation on the purpose of the study and the way to carry out, the students divided into two class. It took from X IPS and X IPA at the eleventh grade of MA Darul Ulum Palangkaraya.

The researcher fulfilled the requirements of ANOVA test. There were normality test, homogeneity test, and hypothesis test.

a. Normality Test

It is use to know the normality of the data that is going to be analyzed whether both group have normality. The writer apply SPSS 23 program using Kolmogorov Sminov with level of significance 5%. Calculating result of asymptotic significance is lower than α (5%). Its means the data was not normal distribution (Ary. Et.al.,2010,p.555).

b. Homogeneity Test

Ary, et.al., (2010, p.342) states that homogeneity is used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. To calculate homogeneity testing, the researcher applied SPSS 22 program used Levene's testing with level of significance α (5%). If calculation result higer than 5% degree of significance so H_a is accepted, it means both groups have same variant and homogeneous.

c. Testing hypothesis

The researcher applied the One Way ANOVA statistical to test hypothesis with level of significance 5% one way ANOVA could be applied to test a The researcher calculated modus.

1. Collecting the data of students' writing score pre and post test item result.
2. Arrange the obtain score into the distribution of frequency of score table.
3. The researcher calculated Mean.

$$Mx = \frac{\sum X}{2a}$$

Where:

Mx = Mean value

$\sum fx$ = Sum of each midpoint times by it frequency

N = Number of case

4. The researcher calculated median.

$$Mdn = \ell + \frac{\frac{1}{2}N - fkb}{fi} Xi$$

Where:

Mdn =Median

ℓ = Lower limit (lower limit from score that contain Median)

f_{kb} = Cumulative frequency that reside below the score that contain Median

f_t = Genuine frequency

N = Number of case

u = Upper limit (upper limit from score that contain Median)

f_{kb} = Cumulative frequency that reside above the score that contain Median

5. The researcher calculated modus.

$$Mo = \ell + \left(\frac{f_a}{f_a + f_b} \right) X_i$$

Where:

Mo = Modus

ℓ = Lower limit (lower limit from interval that contain Modus)

f_a = Frequency that reside above interval that contain Modus

f_b = Frequency that reside below interval that contain Modus

u = Upper limit (upper limit from interval that contain Median)

I = Interval class

6. The researcher calculated the standard deviation and standard error of students' score.

$$SD = \frac{\sqrt{\sum fx^2}}{N} - \frac{\sqrt{\sum (fx)^2}}{N}$$

Where:

SD = Standard Deviation

$\sum fx^2$ = Sum of the multiplication result between each score frequency with the squared deviation score.

N = Number of cases

7. Gave the score to students' writing by using classify students.
8. Measure the normality and homogeneity.
9. The researcher calculated the data by using one way ANOVA to test the hypothesis of this study.
10. The researcher used the level of significance at 5%. If the result of test is higher than t table, it means H_a is accepted but if the result of test is lower than t table, it means H_o is accepted.
11. Analyze the data by using one way ANOVA analysis of variance to answer the problem of the study. In addition, the SPSS program was applied.
12. Interpret the result of analyzing data.
13. The researcher made discussion to clarify the research finding.
14. The researcher gave conclusion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the data which had been collected from the research in the field of study. The data are the result of data presentation, research findings, and discussion.

A. Data Presentation

1. The Result of Experimental Group

In this case the data of experimental group consisted of the pre-test scores, the post-test score, and the comparison between both of them. The data of the pre-test score and post-test score of the experimental group are explained as follows:

Table 4.1

The Comparison of Pre-test and Post-test Score of Experimental Group

No.	Code	Pre-test	Post-test
1	E01	48	70
2	E02	48	70
3	E03	56	86
4	E04	56	86
5	E05	61	85
6	E06	61	85
7	E07	50	80
8	E08	50	80
9	E09	45	95
10	E10	45	95
11	E11	60	88
12	E12	60	88
13	E13	48	91
14	E14	48	91
15	E15	71	70
16	E16	71	70

17	E17	47	96
18	E18	47	96
19	E19	64	90
20	E20	64	90
21	E21	64	90
Total	1164		1792
Mean	55,43		85,33
Lowest	45		70
Highest	71		96
Standard Deviation	8,512		8,822
Standard Error	1,858		1,925

For the table of pre-test above, it can be seen that there were 8 students (38.09%) whose score was classified in the very poor category. There were 4 students (19.04%) whose score was classified in the poor category. There were 7 students (33.33%) whose score was classified in the fair category. There were 2 students (9.52%) whose score was classified in the good category. Meanwhile for the table of post-test, it can be seen that there were 4 students (19.04%) whose score was classified in the good category. There were 17 students (80.95%) whose score was classified in the very good category.

a. The Result of Pre-Test

Distribution of Pre Test Scores in Experimental Group

Table 4. 2

Pre Test Score by the First Rater and Second Rater

Name Code	Aspects										Score	Total Score
	Content		Organization		Vocabulary		Language Use		Mechanics			
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
E1	16	15	11	10	9	8	12	11	2	2	96	48

E2	16	15	11	10	9	8	12	11	2	2	96	48
E3	14	14	14	13	14	13	13	13	2	2	112	56
E4	14	14	14	13	14	13	13	13	2	2	112	56
E5	17	17	15	14	14	14	14	13	2	2	122	61
E6	17	17	15	14	14	14	14	13	2	2	122	61
E7	13	13	13	13	10	10	12	11	3	2	100	50
E8	13	13	13	13	10	10	12	11	3	2	100	50
E9	14	13	10	9	9	8	12	11	2	2	90	45
E10	14	13	10	9	9	8	12	11	2	2	90	45
E11	16	13	14	14	15	15	15	14	2	2	120	60
E12	16	13	14	14	15	15	15	14	2	2	120	60
E13	15	14	11	10	9	9	12	12	2	2	96	48
E14	15	14	11	10	9	9	12	12	2	2	96	48
E15	20	25	17	17	16	16	13	13	3	2	142	71
E16	20	25	17	17	16	16	13	13	3	2	142	71
E17	13	13	11	11	10	9	12	11	2	2	94	47
E18	13	13	11	11	10	9	12	11	2	2	94	47
E19	16	15	15	16	15	16	16	15	2	2	128	64
E20	16	15	15	16	15	16	16	15	2	2	128	64
E21	16	15	15	16	15	16	16	15	2	2	128	64

Based on the data above. It can be seen that the student's highest score was 71 and the student's lowest score was 45. To determine the range of score, the class interval and interval temporary, the writer calculated using formula as follows:

The highest score (H) = 71

The lowest score (L) = 45

The range score (R) = $H - L + 1$

= $71 - 45 + 1$

= $+ 1$

= 27

$$\begin{aligned}
 \text{The class interval (K)} &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log (21) \\
 &= 1 + 3,3 \times 1,32221929 \\
 &= 1 + 4,36332366 \\
 &= 5
 \end{aligned}$$

$$\begin{aligned}
 \text{Interval of Temporary (I)} &= R/K \\
 &= 27/5 \\
 &= 5,4 = 5
 \end{aligned}$$

So, the range of score was 71, the class interval was 5 and the interval of temporary was 6. It was presented using frequency distribution in the following table:

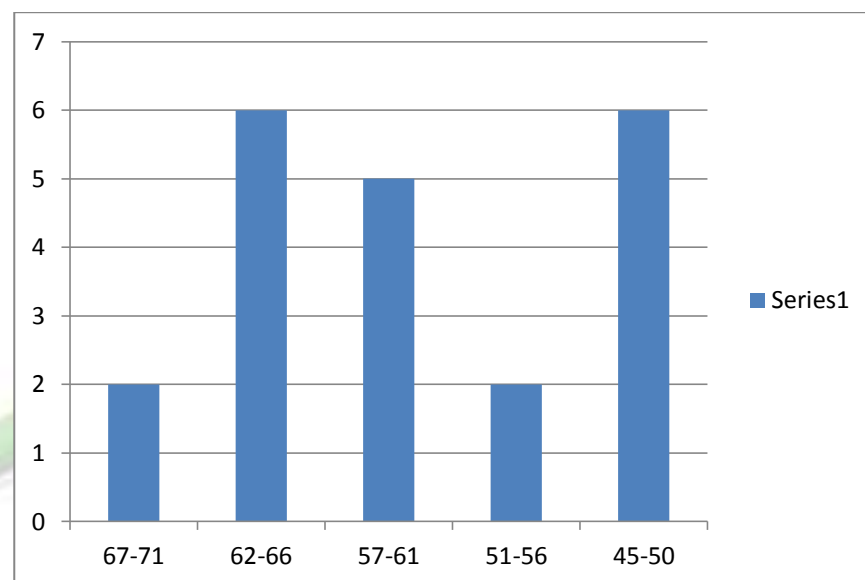
Table 4.3

Frequency Distribution of the Pre-Test Score

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	F requery Cumulative (%)
1	67-71	2	69	66.5-71.5	9.52	100
2	62-66	6	64	61.5-66.5	28.57	90.47
3	57-61	5	59	56.5-61.5	23.80	61.90
4	51-56	2	53	50.5-55.5	9.52	38.09
5	45-50	6	47	44.5-50.5	28.57	28.57
		ΣF= 21			ΣP= 100%	

The ditribution of student's predicated in pre-test score of Experimental group can also be seen in following figure.

Figure 4.4
The Frequency Distribution of Pre-test of the Experimental Group



The table and figure above showed the pre-test score students in experimental group. It can be seen that there were 6 students who got score 45-50. There were 2 students who got score 51-56. There were 5 students who got score 57-61. There were 6 students who got score 62-66. There were 2 students who got score 67-71.

The Figure 4.5 For Calculating Mean, Standard Deviation and Standars Errorof Pre Test Scores of Experimental Group

Statistics		
		FINAL SCORE
N	Valid	21
	Missing	0
Mean		55,43
Std. Error of Mean		1,858

Median	56,00
Mode	48
Std. Deviation	8,512
Variance	72,457
Range	26
Minimum	45
Maximum	71
Sum	1164

The calculation above showed of mean is 55 . The result of calculation showed the standard deviations of pre test scores of experimental group is 8,512 and the standard error 1,858 .

b. The Result of Post-Test

Distribution of Post Test Scores in Experimental Group

Table 4. 6

Post Test Score by the First Rater and Second Rater

Name Code	Aspects										Score	Total Score
	Content		Organization		Vocabulary		Language Use		Mechanics			
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
E1	23	23	15	14	15	14	16	16	2	2	140	70
E2	23	23	15	14	15	14	16	16	2	2	140	70
E3	28	28	18	18	18	17	21	20	2	2	172	86
E4	28	28	18	18	18	17	21	20	2	2	172	86
E5	27	26	19	19	18	18	19	18	3	3	170	85
E6	29	29	19	19	18	17	17	17	3	2	170	85
E7	26	25	18	18	16	17	17	17	3	3	160	80
E8	26	25	18	18	16	17	17	17	3	3	160	80
E9	30	29	20	19	19	19	23	23	4	4	190	95
E10	30	29	20	19	19	19	23	23	4	4	190	95
E11	28	28	19	18	17	16	22	21	4	3	176	88
E12	28	28	19	18	17	16	22	21	4	3	176	88
E13	29	28	19	18	17	17	24	23	4	3	182	91

E14	29	28	19	18	17	17	24	23	4	3	182	91
E15	24	21	15	14	15	15	16	16	2	2	140	70
E16	24	21	15	14	15	15	16	16	2	2	140	70
E17	30	29	18	18	19	19	25	24	5	5	192	96
E18	30	29	18	18	19	19	25	24	5	5	192	96
E19	28	27	19	18	18	17	23	22	4	4	180	90
E20	28	27	19	18	18	17	23	22	4	4	180	90
E21	28	27	19	18	18	17	23	22	4	4	180	90

Based on the data on the table 4.. It can be seen that the student's highest score was 95 and the student's lowest score was 70. To determine the range of score, the class interval and interval temporary, the writer calculated using formula as follows:

$$\text{The highest score (H)} = 96$$

$$\text{The lowest score (L)} = 70$$

$$\begin{aligned}\text{The range score (R)} &= H - L + 1 \\ &= 96 - 70 + 1\end{aligned}$$

$$= 26 + 1$$

$$= 27$$

$$\begin{aligned}\text{The class interval (K)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log (21) \\ &= 1 + 3,3 \times 1,32221929 \\ &= 1 + 4,36332366 \\ &= 5\end{aligned}$$

$$\begin{aligned}\text{Interval of Temporary (I)} &= R/K \\ &= 27/5 \\ &= 5,4\end{aligned}$$

$$= 5$$

So, the range of score was 27, the class interval was 5 and the interval of temporary was 4. It was presented using frequency distribution in the following table:

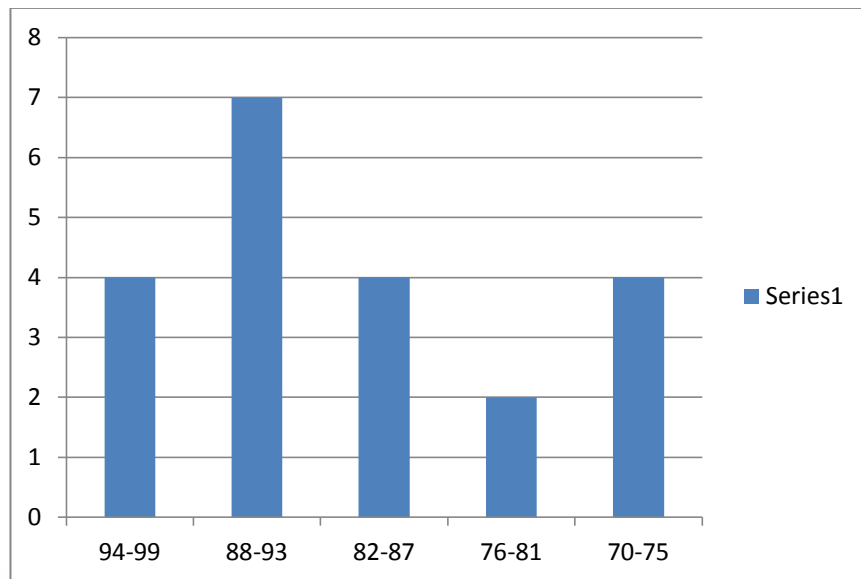
Table 4.7 Frequency Distribution of the Post-Test Score

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	94-99	4	96	93.5-99.5	19.04	100
2	88-93	7	90	87.5-93.5	33.33	80.95
3	82-87	4	84	81.5-87.5	19.04	47.62
4	76-81	2	78	75.5-81.5	9.52	28.57
5	70-75	4	72	69.5-75.5	19.04	19.04
		$\Sigma F = 21$			$\Sigma P = 100\%$	

The ditribution of student's predicated in post-test score of Experimental group can also be seen in following figure.

Table 4.8

**The Figure For Calculating Mean, Standard Deviation and Standars
Error of Post Test Scores of Experimental Group**



The table and figure above showed the post-test score students in experimental group. It can be seen that there were 4 students who got score 70-75. There were 2 students who got score 76-81. There were 4 students who got score 82-87. There were 7 students who got score 88-93. There were 4 students who got score 49-99.

The Figure 4. 9 For Calculating Mean, Standard Deviation and Standars Errorof Post Test Scores of Experimental Group

		FINAL SCORE
N	Valid	21
	Missing	0
Mean		85,33
Std. Error of		
Mean		1,925
Median		88,00
Mode		70
Std. Deviation		8,822
Variance		77,833
Range		26

Minimum	70
Maximum	96
Sum	1792

The calculation above showed of mean is 85 . The result of calculation showed the standard deviations of pre test scores of experimental group is 8,822 and the standard error 1,925 .

2. The Result of Control Group

In this case the data of control group consisted of the pre-test scores, the post-test score, and the comparison between both of them. The data of the pre-test score and post-test score of the control group are explained as follows:

Table 4.10 The Comparison of Pre-test and Post-test Score of Control Group

No.	Code	Pre-test	Post-test
1	E1	48	83
2	E2	49	89
3	E3	56	81
4	E4	57	79
5	E5	72	71
6	E6	61	61
7	E7	50	79
8	E8	49	82
9	E9	45	92
10	E10	40	81
11	E11	60	90
12	E12	59	77
13	E13	48	83
14	E14	47	76
15	E15	71	72
16	E16	69	69
17	E17	47	84
18	E18	47	79
19	E19	64	80
20	E20	67	78
21	E21	75	82

22	E22	55	78
23	E23	52	68
24	E24	49	85
25	E25	50	85
26	E26	51	93
Total		1438	2077
Mean		55,31	79,88
Lowest		40	61
Highest		75	93
Standard Deviation		9,473	7,469
Standard Error		1,858	1,465

For the table of pre-test above, it can be seen that there were 10 students (38.46%) whose score was classified in the very poor category. There were 8 students (30.76%) whose score was classified in the poor category. There were 4 students (15.38%) whose score was classified in the fair category. There were 4 students (15.38%) whose score was classified in the good category. Meanwhile for the table of post-test, it can be seen that there were 3 students (5.35%) whose score was classified in the good category. There were 9 students (34.61%) whose score was classified in the very good category. And There were 14 students (53.84%) whose score was classified in the very good category.

a. The Result of Pre-test

Distribution of Pre Test Scores in Control Group

Table 4. 11 Pre Test Score by the First Rater and Second Rater

Name Code	Aspects										Score	Total Score
	Content		Organization		Vocabulary		Language Use		Mechanics			
	R1	R	R1	R2	R1	R2	R1	R2	R1	R2		

		2										
E1	16	15	11	10	9	8	12	11	2	2	96	48
E2	17	16	11	10	9	8	12	11	2	2	98	49
E3	14	14	14	13	14	13	13	13	2	2	112	56
E4	15	15	14	13	14	13	13	13	2	2	114	57
E5	21	21	19	18	15	15	14	13	4	4	144	72
E6	17	17	15	14	14	14	14	13	2	2	122	61
E7	13	13	13	13	10	10	12	11	3	2	100	50
E8	13	13	13	12	10	9	12	11	3	2	98	49
E9	14	13	10	9	9	8	12	11	2	2	90	45
E10	13	13	7	7	7	7	11	11	2	2	80	40
E11	16	13	14	14	15	15	15	14	2	2	120	60
E12	14	14	14	14	15	15	14	14	2	2	118	59
E13	15	14	11	10	9	9	12	12	2	2	96	48
E14	14	13	11	10	9	9	12	12	2	2	94	47
E15	20	25	17	17	16	16	13	13	3	2	142	71
E16	20	25	15	15	16	16	13	13	3	2	138	69
E17	13	13	11	11	10	9	12	11	2	2	94	47
E18	13	13	11	11	10	9	12	11	2	2	94	47
E19	16	15	15	16	15	16	16	15	2	2	128	64
E20	19	18	15	16	15	16	16	15	2	2	134	67
E21	23	22	20	19	15	16	16	15	2	2	150	75
E22	16	15	14	13	11	10	14	13	2	2	110	55
E23	14	13	13	13	12	11	12	12	2	2	104	52
E24	13	13	12	11	11	10	12	11	3	2	98	49
E25	14	13	13	12	10	10	12	11	3	2	100	50
E26	14	13	14	13	10	10	11	11	3	3	102	51

Dssss.we-Based on the data above. It can be seen that the student's highest score was 90 and the student's lowest score was 40. To determine the range of score, the class interval and interval temporary, the writer calculated using formula s follows:

The highest score (H) = 75

$$\text{The lowest score (L)} = 40$$

$$\begin{aligned}\text{The range score (R)} &= H-L + 1 \\ &= 75-40 + 1 \\ &= 34 + 1 \\ &= 35\end{aligned}$$

$$\begin{aligned}\text{The class interval (K)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log (26) \\ &= 1 + 3,3 \times 1,41497334 \\ &= 1 + 4,669412022 \\ &= 5\end{aligned}$$

$$\begin{aligned}\text{Interval of Temporary (I)} &= R/K \\ &= 35/5 \\ &= 5 \\ &= 5\end{aligned}$$

So, the range of score was 35, the class interval was 5 and the interval of temporary was 5. It was presented using frequency distribution in the following table:

Table 4.12 Frequency Distribution of the Pre-Test Score

Classes (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	70-75	3	72	69.5-75.5	11.53	100
2	64-69	3	66	63.5-69.5	11.53	88.46
3	58-63	3	59	57.5-63	11.53	76.92
4	52-57	4	54	51.5-57.5	15.38	65.38
5	46-51	11	48	45.5-51.5	42.30	49.99

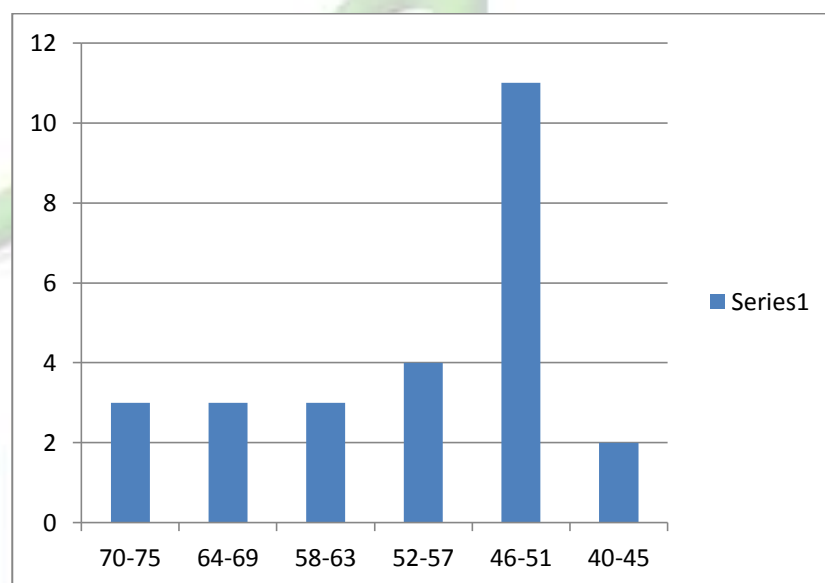
6	40-45	2	42	39.545.5	7.61	7.61
		$\Sigma F = 26$			$\Sigma P = 100\%$	

The distribution of student's predicated in pre-test score of control group can also be seen in following figure:

Table 4.13

The Table For Calculating Mean, Standard Deviation and Standars

Errorof Pre Test Scores of Control Group



The table and figure above showed the pre-test score students in experimental group. It can be seen that there were 2 students who got score 45-50. There were 11 students who got score 46-51. There were 4 students who got score 52-7. There were 3 students who got score 58-63. There were 3 students who got score 64-69. There were 3 students who got score 70-75.

The Figure 4. 14 For Calculating Mean, Standard Deviation and Standars Errorof Pre Test Scores of Control Group

		FINAL SCORE
N	Valid	26
	Missing	0
Mean		55,31
Std. Error of Mean		1,858
Median		51,50
Mode		47 ^a
Std. Deviation		9,473
Variance		89,742
Range		35
Minimum		40
Maximum		75
Sum		1438

The calculation above showed of mean is 55.31 . The result of calculation showed the standard deviations of pre test scores of experimental group is 9,473 and the standard error 1,858 .

b. Result of Post-test

Distribution of Post Test Scores in Control Group

Table 4. 15 Post Test Score by the First Rater and Second Rater

Name Code	Aspects										Score	Total Score
	Content		Organization		Vocabulary		Language Use		Mechanics			
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
E1	29	28	18	18	18	17	17	16	3	2	166	83
E2	30	30	20	19	19	19	18	17	3	3	178	89
E3	28	27	18	18	17	17	17	16	2	2	162	81
E4	27	26	17	17	17	17	17	16	2	2	158	79
E5	21	21	19	18	15	15	14	13	3	3	142	71
E6	17	17	15	14	14	14	14	13	2	2	122	61
E7	24	23	20	19	17	16	18	17	2	2	158	79
E8	29	29	18	17	17	16	17	16	3	2	164	82

E9	28	27	26	25	20	20	17	16	3	2	184	92
E10	27	28	20	19	17	17	15	14	2	3	162	81
E11	29	29	20	20	20	19	19	19	3	2	180	90
E12	26	26	17	17	17	18	14	14	3	2	154	77
E13	25	25	19	18	18	18	20	19	2	2	166	83
E14	24	25	18	17	17	16	15	16	2	2	152	76
E15	20	25	19	18	16	16	13	13	2	2	144	72
E16	25	25	15	15	16	16	13	13	2	2	142	69
E17	26	25	20	20	19	18	18	17	3	2	168	84
E18	25	24	18	18	18	17	17	17	2	2	158	79
E19	26	26	18	18	18	18	16	16	2	2	160	80
E20	26	26	19	18	16	16	16	15	2	2	156	78
E21	29	29	19	18	18	17	15	15	2	2	164	82
E22	25	24	19	18	17	17	16	16	2	2	156	78
E23	20	20	15	14	15	15	16	16	3	2	136	68
E24	29	28	19	19	19	18	17	17	2	2	170	85
E25	28	27	19	19	19	18	17	18	3	2	170	85
E26	30	29	20	20	20	19	20	20	4	4	186	93

Based on the data above. It can be seen that the student's highest score was 93 and the student's lowest score was 61. To determine the range of score, the class interval and interval temporary, the writer calculated using formula s follows:

The highest score (H) = 93

The lowest score (L) = 61

The range score (R) = $H - L + 1$

$$= 93 - 61 + 1$$

$$= 32 + 1$$

$$= 33$$

The class interval (K) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log (26)$$

$$= 1 + 3,3 \times 1,41497334$$

$$= 1 + 4,669412022$$

$$= 5$$

$$\text{Interval of Temporary (I)} = R/K$$

$$= 33/5$$

$$= 6,6 = 6$$

So, the range of score was 33, the class interval was 5 and the interval of temporary was 6. It was presented using frequency distribution in the following table:

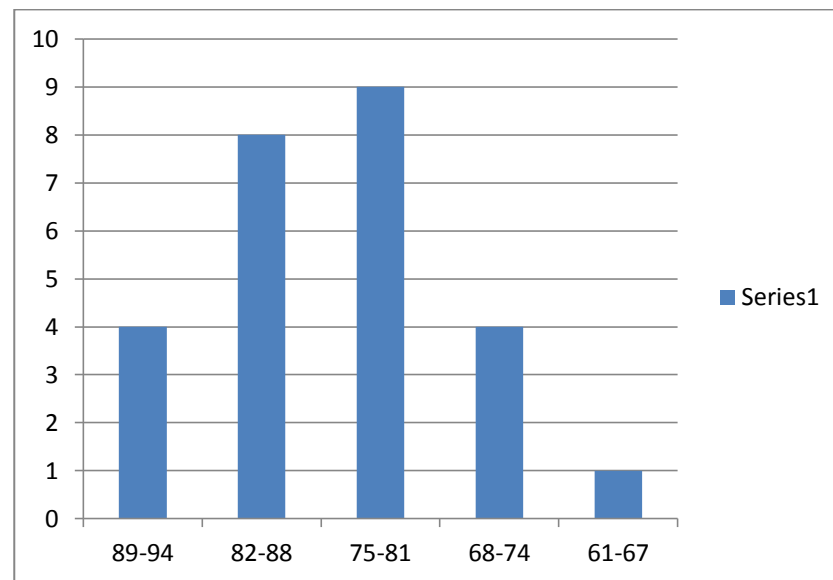
Table 4.16 Frequency Distribution of the Post-Test Score

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	89-94	4	92	88.5-95.5	15.38	100
2	82-88	8	85	81.5-87.5	30.76	84.61
3	75-81	9	78	74.5-81.5	34.61	53.84
4	68-74	4	71	67.5-74.5	15.38	19.23
5	61-67	1	64	60.5-67.5	3.84	3.84
		$\Sigma F = 26$			$\Sigma P = 100\%$	

Table 4.17

The Table For Calculating Mean, Standard Deviation and Standars

Error of Post Test Scores of Control Group



The table and figure above showed the pre-test score students in experimental group. It can be seen that there were 1 student who got score 61-67. There were 4 students who got score 68-74. There were 9 students who got score 75-81. There were 8 students who got score 82-88. There were 4 students who got score 89-94.

The Figure 4.18 For Calculating Mean, Standard Deviation and Standars Error of Post Test Scores of Control Group

		FINAL SCORE
N	Valid	26
	Missing	0
Mean		79,88
Std. Error of		1,465
Mean		
Median		80,50
Mode		79
Std. Deviation		7,469
Variance		55,786
Range		32
Minimum		61
Maximum		93

Sum	2077
-----	------

The calculation above showed of mean is 79 . The result of calculation showed the standard deviations of pre test scores of experimental group is 7,469 and the standard error 1,465 .

3. Validity and Reliability of Pre test and Post test

a. Validity

In this study, the researcher calculated validity of pretest and posttest using Pearson Product Moment Correlation Test.

**Table 4.19 Pearson Product Moment Correlation of Pre-test
in Experimental Group**

Code (N)	Rater I (X)	Rater II (Y)	XY	X ²	Y ²
E1	50	46	2300	2500	2116
E2	50	46	2300	2500	2116
E3	57	55	3135	3249	3025
E4	57	55	3135	3249	3025
E5	62	60	3720	3844	3600
E6	62	60	3720	3844	3600
E7	51	49	2499	2601	2401
E8	51	49	2499	2601	2401
E9	47	43	2021	2209	1849
E10	47	43	2021	2209	1849
E11	62	58	3596	3844	3364
E12	62	58	3596	3844	3364
E13	49	47	2303	2401	2209
E14	49	47	2303	2401	2209
E15	69	73	5037	4761	5329
E16	69	73	5037	4761	5329
E17	48	46	2208	2304	2116

E18	48	46	2208	2304	2116
E19	64	64	4096	4096	4096
E20	64	64	4096	4096	4096
E21	64	64	4096	4096	4096
ΣN=21	ΣX=1182	ΣY=1146	ΣXY=65926	ΣX²=67714	ΣY²=64306

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{21.65926 - (1182)(1146)}{\sqrt{\{21.67714 - (1182)^2\}\{21.64306 - (1146)^2\}}}$$

$$r_{xy} = \frac{1384446 - 1354572}{\sqrt{\{1421994 - 1397124\}\{1350426 - 1313316\}}}$$

$$r_{xy} = \frac{29874}{30379.68}$$

$$r_{xy} = 0.983$$

Based on the result, it find that the value of “rxy” was = than value of “rtable” at the 1% significance level or 0.983> 0.575. It means the test was vali d and include at level of very high validity (Riduwan,2004, p. 120).

Table 4.20

Pearson Product Moment Correlation of Post-test in Experiment Group

Code (N)	Rater I (X)	Rater II (Y)	XY	X2	Y2
---------------------	------------------------	-------------------------	-----------	-----------	-----------

E1	71	69	4899	5041	4761
E2	71	69	4899	5041	4761
E3	87	85	7395	7569	7225
E4	87	85	7395	7569	7225
E5	86	84	7224	7396	7056
E6	86	84	7224	7396	7056
E7	80	80	6400	6400	6400
E8	80	80	6400	6400	6400
E9	96	94	9024	9216	8836
E10	96	94	9024	9216	8836
E11	90	86	7740	8100	7396
E12	90	86	7740	8100	7396
E13	93	89	8277	8649	7921
E14	93	89	8277	8649	7921
E15	72	68	4896	5184	4624
E16	72	68	4896	5184	4624
E17	97	95	9215	9409	9025
E18	97	95	9215	9409	9025
E19	92	88	8096	8464	7744
E20	92	88	8096	8464	7744
E21	92	88	8096	8464	7744
ΣN=21	ΣX=1820	ΣY=1764	ΣXY=154428	ΣX²=159320	ΣY²=149720

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{21.154428 - (1820)(1764)}{\sqrt{\{21.159320 - (1820)^2\}\{21.149720 - (1764)^2\}}}$$

$$r_{xy} = \frac{3242988 - 3210480}{\sqrt{\{3345720 - 3312400\}\{3144120 - 3111696\}}}$$

$$r_{xy} = 32508/32868.94$$

$$r_{xy} = 0.989$$

Based on the result, it find that the value of “ r_{xy} ” was 0,989 than value of “ r_{table} ” at the 1% significance level or $0,989 > 0.575$. It means the test was valid and include at level of high validity (Riduwan,2004, p. 120)

Table 4.21

Pearson Product Moment Correlation of Pre-test in Control Group

ode (N)	Rater I (X)	Rater II (Y)	XY	X ²	Y ²
C1	50	46	2300	2500	2116
C2	51	47	2397	2601	2209
C3	57	55	3135	3249	3025
C4	58	56	3248	3364	3136
C5	73	71	5183	5329	5041
C6	62	60	3720	3844	3600
C7	51	49	2499	2601	2401
C8	51	47	2397	2601	2209
C9	47	43	2021	2209	1849
C10	40	40	1600	1600	1600
C11	62	58	3596	3844	3364
C12	59	59	3481	3481	3481
C13	49	47	2303	2401	2209
C14	48	46	2208	2304	2116
C15	69	73	5037	4761	5329
C16	67	71	4757	4489	5041
C17	48	46	2208	2304	2116
C18	48	46	2208	2304	2116
C19	64	64	4096	4096	4096
C20	67	67	4489	4489	4489
C21	76	74	5624	5776	5476
C22	57	53	3021	3249	2809
C23	53	51	2703	2809	2601
C24	51	47	2397	2601	2209

C25	52	48	2496	2704	2304
C26	52	50	2600	2704	2500
ΣN=26	ΣX=1462	ΣY= 1414	ΣXY= 81724	ΣX²= 84214	ΣY²=79442

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{26.81724 - (1462)(1414)}{\sqrt{\{26.84214 - (1462)^2\}\{26.79442 - (1414)^2\}}}$$

$$r_{xy} = \frac{2124824 - 2067268}{\sqrt{\{2189564 - 2137444\}\{2065492 - 1999396\}}}$$

$$r_{xy} = \frac{57556}{58693.47}$$

$$r_{xy} = 0.980$$

Based on the result, it find that the value of “ r_{xy} ” was 0.980 than value of “ r_{table} ” at the 1% significance level or $0.980 > 0.575$. It means the test was valid and include at level of very high validity (Riduwan,2004, p. 120).

Table 4.22

Pearson Product Moment Correlation of Post-test in Control Group

Code (N)	Rater I (X)	Rater II (Y)	XY	X²	Y²
C1	85	81	6885	7225	6561
C2	90	88	7920	8100	7744
C3	82	80	6560	6724	6400
C4	80	78	6240	6400	6084

C5	72	70	5040	5184	4900
C6	62	60	3720	3844	3600
C7	81	77	6237	6561	5929
C8	84	80	6720	7056	6400
C9	94	90	8460	8836	8100
C10	81	81	6561	6561	6561
C11	91	89	8099	8281	7921
C12	77	77	5929	5929	5929
C13	84	82	6888	7056	6724
C14	76	76	5776	5776	5776
C15	71	74	5254	5041	5476
C16	70	71	4970	4900	5041
C17	86	82	7052	7396	6724
C18	80	78	6240	6400	6084
C19	80	80	6400	6400	6400
C20	79	77	6083	6241	5929
C21	83	81	6723	6889	6561
C22	79	77	6083	6241	5929
C23	69	67	4623	4761	4489
C24	86	84	7224	7396	7056
C25	86	84	7224	7396	7056
C26	94	92	8648	8836	8464
$\Sigma N=26$	$\Sigma X=2102$	$\Sigma Y=2056$	$\Sigma XY=167556$	$\Sigma X^2=171430$	$\Sigma Y^2=163838$

$$\frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{26.167556 - (2102)(2056)}{\sqrt{\{26.171430 - (2102)^2\} \{26.163838 - (2056)^2\}}}$$

$$r_{xy} = \frac{4356456 - 4321712}{\sqrt{\{4457180 - 4418404\} \{4259788 - 4227136\}}}$$

$$r_{xy} = \frac{34744}{11229.40}$$

$$r_{xy} = 0.976$$

Based on the result, it find that the value of “ r_{xy} ” was 0.976 than value of “ r_{table} ” at the 1% significance level or $0.976 > 0.575$. It means the test was valid and include at level of very high validity (Riduwan, 2004, p. 120).

4. Reliability of Test

Table 4.23

The Item-Total Statistics of Pre-test in Experimental group

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Content	80,24	178,590	,577	,817
organization	84,81	154,362	,942	,687
Vocabulary	86,62	127,348	,908	,699
language_use	85,10	221,090	,685	,796
Mechanics	106,67	285,933	,274	,878

Table 4.24

The Reliability Statistic of Pre-test in Experiment Group

Reliability Statistics	
Cronbach's Alpha	N of Items
,828	5

The result of $r_{11} = 0.828$ with 5 items and r_{table} of Product Moment is $df = N - 2$; $21 - 2 = 19$, the level of significant 1%, so $r_{table} = 0.575$. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if $r_{11} = 0.828 > r_{table} = 0.575$, it concludes that the first item (Pretest) is reliable.

Table 4.25
The Item-Total Statistics of Post-test in Experimental group

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Content	118,81	114,462	,906	,789
organization	137,62	149,948	,705	,852
Vocabulary	139,29	150,914	,821	,841
language_use	131,86	85,429	,810	,878
Mechanics	167,29	164,014	,723	,866

Table 4.26
The Reliability Statistic of Post-test in Experiment Group

Reliability Statistics	
Cronbach's Alpha	N of Items
,872	5

The result of $r_{11} = 0.872$ with 5 items and r_{table} of Product Moment is $df = N - 2$; $21 - 2 = 19$, the level of significant 1%, so $r_{table} = 0.575$. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if $r_{11} = 0.872 > r_{table} = 0.575$, it concludes that the first item (Pretest) is reliable.

Table 4.27

The Item-Total Statistics of Pre-test in Control group

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Content	79,50	189,780	,733	,807
organization	84,42	189,614	,901	,740
Vocabulary	87,08	184,634	,869	,751
language_use	85,31	278,862	,755	,820
Mechanics	106,15	349,495	,256	,896

Table 4.28

The Reliability Statistic of Pret-test in Control Group

Reliability Statistics	
Cronbach's Alpha	N of Items
,848	5

The result of $r_{11} = 0.848$ with 5 items and r_{table} of Product Moment is $df = N - 2$; $26 - 2 = 24$, the level of significant 1%, so $r_{table} = 0.575$. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if $r_{11} = 0.848 > r_{table} = 0.575$, it concludes that the first item (Pretest) is reliable.

Table 4.29

The Item-Total Statistics of Post-test in Control group

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	108,73	89,645	,615	,764
organization	123,92	125,834	,612	,712
Vocabulary	126,08	129,754	,903	,653
language_use	128,15	123,495	,680	,689
Mechanics	155,88	189,786	,152	,821

Table 4.30

The Reliability Statistic of Post-test in Control Group

Reliability Statistics	
Cronbach's Alpha	N of Items
,776	5

The result of $r_{11} = 0,776$ with 5 items and r_{table} of Product Moment is $df = N - 2$; $26 - 2 = 24$, the level of significant 1%, so $r_{table} = 0.575$. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if $r_{11} = 0.776 > r_{table} = 0.575$, it concludes that the first item (Pretest) is reliable.

5. Questionnaire

In this study, the writer was measured the students' learning motivation score.

Table 4.31

Validity result of learning motivation questionnaire

No	Item	Value	Critical Value	Validity
1	Item 1	,590	0,388	Valid
2	Item 2	,590	0,388	Valid
3	Item 3	,590	0,388	Valid
4	Item 4	,590	0,388	Valid
5	Item 5	,590	0,388	Valid
6	Item 6	,590	0,388	Valid
7	Item 7	,590	0,388	Valid
8	Item 8	,590	0,388	Valid
9	Item 9	,590	0,388	Valid
10	Item 10	,590	0,388	Valid
11	Item 11	,590	0,388	Valid
12	Item 12	,590	0,388	Valid
13	Item 13	,590	0,388	Valid
14	Item 14	,590	0,388	Valid
15	Item 15	,590	0,388	Valid
16	Item 16	,590	0,388	Valid
17	Item 17	,590	0,388	Valid
18	Item 18	,590	0,388	Valid

19	Item 19	,590	0,388	Valid
20	Item 20	,590	0,388	Valid
21	Item 21	,590	0,388	Valid
22	Item 22	,590	0,388	Valid
23	Item 23	,590	0,388	Valid
24	Item 24	,590	0,388	Valid
25	Item 25	,590	0,388	Valid
26	Item 26	,590	0,388	Valid
27	Item 27	,590	0,388	Valid
28	Item 28	,590	0,388	Valid
29	Item 29	,590	0,388	Valid
30	Item 30	,590	0,388	Valid
31	Item 31	,590	0,388	Valid
32	Item 32	,590	0,388	Valid
33	Item 33	,590	0,388	Valid
34	Item 34	,590	0,388	Valid
35	Item 35	,590	0,388	Valid
36	Item 36	,590	0,388	Valid
37	Item 37	,590	0,388	Valid

Based on validity result of writing learning strategies, didn't found unvalid. So, the total item constant 37 items.

The questionnaire data was taken on august 2018 at MTs Darul Ulum Palangka Raya. The sample used in this study was 21 students of MTs Darul Ulum Palangka Raya. The sample was given 37 simple questions which its result is summarized as follows.

Table 4.32

Result of questionnaire

Item		Scale					Total	M D	M D N	M O	SD
		SD A	DA	U	A	SA					
		1	2	3	4	5					
1	Number	0	3	3	13	2		3,67	4	4	,856
	Percent	0	14,	14,	61,	9,5	100				

			3	3	9						
2	Number	0	2	5	12	2		3,67	4	4	,796
	Percent	0	9,5	23,8	57,1	9,5	100				
3	Number	0	2	9	6	4		3,57	3	3	,926
	Percent	0	9,5	42,9	28,6	19,0	100				
4	Number	0	3	4	7	7		3,86	4	4	1,062
	Percent	0	14,3	19,0	33,3	33,3	100				
5	Number	0	2	4	12	3		3,76	4	4	,831
	Percent	0	9,5	19,0	57,1	14,3	100				
6	Number	0	4	3	8	6		3,76	4	4	1,091
	Percent	0	19,0	14,3	38,1	28,6	100				
7	Number	1	5	10	4	1		2,95	3	3	,921
	Percent	4,8	23,8	47,6	19,0	4,8	100				
8	Number	0	0	2	11	6		3,90	4	4	1,044
	Percent	0	0	19,0	52,4	28,6	100				
9	Number	1	1	6	7	6		3,76	4	4	1,091
	Percent	4,8	4,8	28,6	33,3	28,6	100				
10	Number	0	4	8	5	4		3,43	3	3	1,028
	Percent	0	19,0	38,1	23,8	19,0	100				
11	Number	0	2	6	9	4		3,71	4	4	,902
	Percent	0	9,5	28,6	42,9	19,0	100				
12	Number	1	2	4	8	6		3,76	4	4	1,136
	Percent	4,8	9,5	19,0	38,1	2,86	100				

13	Number	1	1	1	8	10		4,19	4	4	1,078
	Percent	4,8	4,8	4,8	38,1	47,6	100				
14	Number	1	1	6	9	4		3,67	4	4	1,017
	Percent	4,8	4,8	28,6	42,9	19,0	100				
15	Number	0	6	4	9	2		3,33	4	4	1,017
	Percent	0	28,6	19,0	42,9	9,5	100				
16	Number	0	1	7	12	1		3,57	4	4	,811
	Percent	0	4,8	33,3	57,1	4,8	100				
17	Number	0	1	6	9	5		2,86	3	3	,854
	Percent	0	4,8	28,6	42,9	23,8	100				
18	Number	0	0	5	10	6		4,05	4	4	,740
	Percent	0	0	23,8	47,7	2,86	100				
19	Number	0	0	2	15	4		4,10	4	4	,539
	Percent	0	0	9,5	71,4	19,0	100				
20	Number	0	1	1	7	12		4,43	5	5	,811
	Percent	0	4,8	4,8	33,3	57,1	100				
21	Number	1	2	5	12	1		3,48	4	4	,928
	Percent	4,8	9,5	23,8	57,1	4,8	100				
22	Number	1	1	12	4	3		3,33	3	3	,966
	Percent	4,8	4,8	57,1	19,0	14,3	100				
23	Number	1	1	7	6	6		3,71	4	4	1,102
	Percent	4,8	4,8	33,3	28,6	28,6	100				
24	Number	1	1	10	7	2		3,3	3	3	,921

	r							8			
	Percent	4,8	4,8	47,6	33,3	9,5	100				
25	Number	1	4	14	1	1		2,86	3	3	,793
	Percent	4,8	19,0	66,7	4,8	4,8	100				
26	Number	0	2	3	12	4		3,86	4	4	,854
	Percent	0	9,5	14,3	57,1	19,0	100				
27	Number	2	5	8	2	4		3,05	3	3	1,244
	Percent	9,5	23,8	38,1	9,5	19,0	100				
28	Number	0	2	10	8	1		3,38	3	3	,740
	Percent	0	9,5	47,6	38,1	4,8	100				
29	Number	0	2	5	13	1		3,62	4	4	,740
	Percent	0	9,5	23,8	61,9	4,8	100				
30	Number	0	1	1	11	8		4,24	4	4	,768
	Percent	0	4,8	4,8	52,4	38,1	100				
31	Number	0	1	3	14	3		3,90	4	4	,700
	Percent	0	4,8	14,3	66,7	14,3	100				
32	Number	1	1	4	7	8		3,95	4	5	1,117
	Percent	4,8	4,8	19,0	33,3	38,1	100				
33	Number	0	0	5	13	3		3,90	4	4	,625
	Percent	0	0	23,8	61,9	14,3	100				
34	Number	0	3	9	3	6		3,57	3	3	1,076
	Percent	0	14,3	42,9	14,3	28,6	100				
35	Number	0	3	8	6	4		3,52	3	3	,981

	Percent	0	14,3	38,1	28,6	19,0	100				
36	Number	0	0	2	5	14		3,57	4	4	,676
	Percent	0	0	5,9	23,8	66,7	100				
37	Number	0	3	6	9	3		3,57	4	4	,926
	Percent	0	14,3	28,6	42,9	14,3	100				

It was apparent from the table above that the students' response of Motivation at MTs Darul Ulum Palangka Raya, as follows:

Table 4.33 students' motivation item 1

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 2	3	6	14,3	14,3	14,3
3	3	9	14,3	14,3	28,6
4	13	52	61,9	61,9	90,5
5	2	10	9,5	9,5	100,0
Total	21	77	100,0	100,0	

Item 1, "Saya suka menulis menggunakan Teknik TPS.". There were 3 student (14.3%) disagree, 3 students (14.3%) uncertain, 13 students (61.9%) agree, 2 students (9.5%) strongly agree. The calculation of analysis students' preception item 1 was 72 % with the categorized Aggre.

The calculating of analysis students' perception item 1:

$$\text{Score} : \left(\frac{\text{Total Score}}{s \times N} \right) \times 100$$

$$\text{Score} : \left(\frac{77}{5 \times 21} \right) \times 100$$

$$\text{Score} : \left(\frac{77}{105} \right) \times 100$$

$$\text{Score} : 73 \%$$

Table 4.34 students' motivation item 2

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4	9,5	9,5	9,5
3	5	15	23,8	23,8	33,3
4	12	28	57,1	57,1	90,5
5	2	10	9,5	9,5	100,0
Total	21	57	100,0	100,0	

Item 2, “Saya suka menuliskan pemikiran saya menggunakan Teknik TPS.”.

There were 2student (9,5%) disagree, 5 students (23,8%) uncertain, 12 students (57.1%) agree, 2 students (95%) strongly agree.The calculation of analysis students’ preception item 2 was 52 % with the categorized Unsure.

Table 4.35 students’ motivation item 3

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4	9,5	9,5	9,5
3	9	27	42,9	42,9	52,4
4	6	24	28,6	28,6	81,0
5	4	20	19,0	19,0	100,0
Total	21	75	100,0	100,0	

Item 3, “Saya menggunakan tata bahasa yang benar dalam tulisan saya menggunakan Teknik TPS..”. There were 2student (9,5%) disagree, 9 students (42,9%) uncertain, 6 students (28.6%) agree, 4 students (19,0%) strongly agree. The calculation of analysis students’ preception item 3 was 89 % with the categorized Strongly Agree.

Table 4.36 students’ motivation item 4

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 2	3	6	14,3	14,3	14,3
3	4	12	19,0	19,0	33,3

4	7	28	33,3	33,3	66,7
5	7	35	33,3	33,3	100,0
Total	21	81	100,0	100,0	

Item 4, “Saya menyelesaikan tugas menulis bahkan ketika sulit menggunakan TPS..”. There were 3 student (14,3%) disagree, 4 students (19,0%) uncertain, 7 students (33,3%) agree, 7 students (33,3%) strongly agree. The calculation of analysis students’ preception item 4 was 96 % with the categorized Strongly Agree.

Table 4.37 students’ motivation item 5

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4	9,5	9,5	9,5
3	4	12	19,0	19,0	28,6
4	12	48	57,1	57,1	85,7
5	3	15	14,3	14,3	100,0
Total	21	79	100,0	100,0	

Item 5, “Menjadi penulis yang baik akan membantu saya dalam hal akademik dengan menggunakan Teknik TPS..”. There were 2 student (9,5%) disagree, 4 students (19,0%) uncertain, 12 students (57,1%) agree, 3 students (14,3%) strongly agree. The calculation of analysis students’ preception item 5 was 94 % with the categorized Strongly Agree.

Table 4.38 students’ motivation item 6

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 2	4	8	19,0	19,0	19,0
3	3	9	14,3	14,3	33,3
4	8	32	38,1	38,1	71,4
5	6	30	28,6	28,6	100,0
Total	21	79	100,0	100,0	

Item 6, “Saya menulis sama seperti siswa lainnya menggunakan Teknik TPS”. There were 4 student (19,0%) disagree, 3 students (14,3%) uncertain, 8 students 38,1%) agree, 6 students (28,6%) strongly agree. The calculation of analysis students’ preception item 6 was 94 % with the categorized Strongly Agree.

Table 4.39 students’ motivation item 7

	Frequency	Category	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	5	10	23,8	23,8	28,6
3	10	30	47,6	47,6	76,2
4	4	16	19,0	19,0	95,2
5	1	5	4,8	4,8	100,0
Total	21	62	100,0	100,0	

Item 7, “Saya menulis lebih dari minimum dalam mengerjakan tugas menggunakan Teknik TPS”. There were 1 student (4,8%) strongly disagree, 5 students (23,8%) disagree, 10 students 47,6%) uncertain, 4 students (19,0%) agree, 1 student (4,8%) strongly agree. The calculation of analysis students’ preception item 7 was 59 % with the categorized Unsure .

Table 4.40 students’ motivation item 8

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 2	4	8	19,0	19,0	19,0
4	11	44	52,4	52,4	71,4
5	6	30	28,6	28,6	100,0
Total	21	82	100,0	100,0	

Item 8, “Saya berusaha dengan keras dalam menulis menggunakan Teknik TPS”. There were 4 student (19,0%) disagree, 11 students (52,4%) agree, 6 students 28,6%) strongly agree. The calculation of analysis students’ preception item 8 was 130 % with the categorized Strongly Agree .

Table 4.41 students’ motivation item 9

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	1	2	4,8	4,8	9,5
3	6	18	28,6	28,6	38,1
4	7	28	33,3	33,3	71,4
5	6	30	28,6	28,6	100,0
Total	21	79	100,0	100,0	

Item 9, “saya suka berpartisipasi saat menulis dalam diskusi online”. There were 1 student (4,8%) strongly disagree, 1 student (4,8%) disagree, 6 students 28,6%) uncertain, 7 students (33,3%) agree, 6 student (428,6%) strongly agree. The calculation of analysis students’ preception item 9 was 75 % with the categorized Agree .

Table 4.42 students’ motivation item 10

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 2	4	8	19,0	19,0	19,0
3	8	24	38,1	38,1	57,1
4	5	20	23,8	23,8	81,0
5	4	20	19,0	19,0	100,0

Total	21	72	100,0	100,0	
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Item 10, “Saya suka mendapat umpan balik dari guru pada tulisan saya menggunakan Teknik TPS”. There were 4 students (19,0%) disagree, 8 students (38,1%) uncertain, 5 students (28,6%) agree, 4 students (33,3%) strongly agree. The calculation of analysis students’ preception item 10 was 85 % with the categorized Strongly Agree.

Table 4.43 students’ motivation item 11

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4	9,5	9,5	9,5
3	6	18	28,6	28,6	38,1
4	9	36	42,9	42,9	81,0
5	4	20	19,0	19,0	100,0
Total	21	78	100,0	100,0	

Item 11, “Saya dapat dengan jelas mengungkapkan ide-ide saya secara tertulis menggunakan Teknik TPS”. There were 2 students (9,5%) disagree, 6 students (28,6%) uncertain, 9 students (42,9%) agree, 4 students (19,0%) strongly agree. The calculation of analysis students’ preception item 11 was 92 % with the categorized Strongly Agree .

Table 4.44 students’ motivation item 12

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	2	4	9,5	9,5	14,3
3	4	12	19,0	19,0	33,3
4	8	32	38,1	38,1	71,4

5	6	30	28,6	28,6	100,0
Total	21	79	100,0	100,0	

Item 12, “Saya dengan mudah fokus pada apa yang saya tulis menggunakan Teknik TPS”. There were 1 student (4,8%) strongly disagree, 2 students (9,5%) disagree, 4 students (19,0%) uncertain, 8 students (38,1%) agree, 6 students (28,6%) strongly agree. The calculation of analysis students’ preception item 12 was 75 % with the categorized Agree.

Table 4.45 students’ motivation item 13

	Frequency	Categoty	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	1	2	4,8	4,8	9,5
3	1	3	4,8	4,8	14,3
4	8	32	38,1	38,1	52,4
5	10	50	47,6	47,6	100,0
Total	21	88	100,0	100,0	

Item 13, “Saya suka tulisan saya dinilai”. There were 1 student (4,8%) strongly disagree, 1 student (4,8%) disagree, 1 student (4,8%) uncertain, 8 students (38,1%) agree, 10 students (47,6%) strongly agree. The calculation of analysis students’ preception item 13 was 84 % with the categorized Strongly Agree.

Table 4.46 students’ motivation item 14

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8

2	1	2	4,8	4,8	9,5
3	6	18	28,6	28,6	38,1
4	9	36	42,9	42,9	81,0
5	4	20	19,0	19,0	100,0
Total	21	77	100,0	100,0	

Item 14, “Lebih besar kemungkinan saya untuk berhasil jika saya menulis dengan menggunakan Teknik TPS.”. There were 1 student (4,8%) strongly disagree, 1 student (4,8%) disagree, 6 students (28,6%) uncertain, 9 students (42,9%) agree, 4 students (19,0%) strongly agree. The calculation of analysis students’ preception item 14 was 73 % with the categorized Agree .

Table 4.47 students’ motivation item 15

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 2	6	12	28,6	28,6	28,6
3	4	12	19,0	19,0	47,6
4	9	36	42,9	42,9	90,5
5	2	10	9,5	9,5	100,0
Total	21	70	100,0	100,0	

Item 15, “Sangat mudah bagi saya untuk menulis paragraf yang baik menggunakan Teknik TPS”. There were 6 students (28,6%) disagree, 4 students (19,0%) uncertain, 9 students (42,9%) agree, 2 students (9,5%) strongly agree. The calculation of analysis students’ preception item 15 was 83 % with the categorized Strongly Agree.

Table 4.48 students’ motivation item 16

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
3	7	21	33,3	33,3	38,1
4	12	48	57,1	57,1	95,2
5	1	5	4,8	4,8	100,0
Total	21	75	100,0	100,0	

Item 16, “Saya menikmati tugas menulis kreatif menggunakan Teknik TPS”. There were 1 student (4,8%) strongly disagree, 7 students (33,3%) uncertain, 12 students (57,1%) agree, 1 student (4,8%) strongly agree. The calculation of analysis students’ preception item 16 was 89 % with the categorized Strongly Agree.

Table 4.49 students’ motivation item 17

	Frequency	Category	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	6	12	28,6	28,6	33,3
3	9	54	42,9	42,9	76,2
4	5	20	23,8	23,8	100,0
Total	21	87	100,0	100,0	

Item 17, “Saya suka kelas yang banyak memberikan tugas menulis menggunakan Teknik TPS”. There were 1 student (4,8%) strongly disagree, 6 students (28,6%) disagree, 9 students (42,9%) uncertain, 5 students (25,8%) agree. The calculation of analysis students’ preception item 17 was 103 % with the categorized Strongly Agree .

Table 4.50 students’ motivation item 18

	Frequency	Category	Percent	Valid Percent	Cumulative Percent
Valid 3	5	15	23,8	23,8	23,8
4	10	40	47,6	47,6	71,4

5	6	30	28,6	28,6	100,0
Total	21	85	100,0	100,0	

Item 18, “Saya merencanakan bagaimana saya akan menulis sesuatu sebelum saya menulisnya”. There were 5 students (23,8%) uncertain, 10 students (47,6%) agree, 6 students (28,6%) strongly agree. The calculation of analysis students’ preception item 18 was 133 % with the categorized Strongly Agree .

Table 4.51 students’ motivation item 19

	Frequency	Category	Percent	Valid Percent	Cumulative Percent
Valid 3	2	6	9,5	9,5	9,5
4	15	60	71,4	71,4	81,0
5	4	20	19,0	19,0	100,0
Total	21	86	100,0	100,0	

Item 19, “Menjadi penulis yang terbaik adalah penting bagi saya”. There were 2 students (9,5%) uncertain, 15 students (71,4%) agree, 4 students (19,0%) strongly agree. The calculation of analysis students’ preception item 19 was 136 % with the categorized Strongly Agree.

Table 4.52 students’ motivation item 20

	Frequency	Category	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2	4,8	4,8	4,8
3	1	3	4,8	4,8	9,5
4	7	28	33,3	33,3	42,9
5	12	60	57,1	57,1	100,0
Total	21	93	100,0	100,0	

Item 20, “Menjadi penulis terbaik akan membantu saya dalam karier saya”. There were 1 student (4,8%) disagree, 1 student (4,8%) uncertain, students (33,3%) agree, 12 students (57,1) strongly agree. The calculation of analysis students’ preception item 20 was 110 % with the categorized Strongly Agree.

Table 4.53 students’ motivation item 21

	Frequency	Category	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	2	4	9,5	9,5	14,3
3	5	15	23,8	23,8	38,1
4	12	48	57,1	57,1	95,2
5	1	5	4,8	4,8	100,0
Total	21	73	100,0	100,0	

Item 21, “Penting bagi saya untuk membuat tugas menulis dengan menggunakan Teknik TPS”. There were 1 student (4,8%) strongly disagree, 2 students (9,5%) disagree, 5 students (23,8%) uncertain, 12 students (57,1) agree, 1 student (4,8) strongly agree. The calculation of analysis students’ preception item 21 was 63 % with the categorized Agree.

Table 4.54 students’ motivation item 22

	Frequency	Category	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	1	2	4,8	4,8	9,5
3	12	36	57,1	57,1	66,7
4	4	16	19,0	19,0	85,7

5	3	15	14,3	14,3	100,0
Total	21	70	100,0	100,0	

Item 22, “Saya menikmati tugas menulis yang menantang saya.”. There were 1 student (4,8%) strongly disagree, 1 student (4,8%) disagree, 12 students (57,1%) uncertain, 4 students (19,0%) agree, 3 student (14,3%) strongly agree. The calculation of analysis students’ preception item 22 was 66 % with the categorized Agree .

Table 4.55 students’ motivation item 23

	Frequency	Categoty	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	1	2	4,8	4,8	9,5
3	7	21	33,3	33,3	42,9
4	6	24	28,6	28,6	71,4
5	6	30	28,6	28,6	100,0
Total	21	78	100,0	100,0	

Item 23, “Saya merevisi tulisan saya sebelum mengumpulkan tugas”. There were 1 student (4,8%) strongly disagree, 1 student (4,8%) disagree, 7 students (33,3%) uncertain, 6 students (28,6%) agree, 6 student (28,6%) strongly agree. The calculation of analysis students’ preception item 23 was 74 % with the categorized Agree.

Table 4.56 students’ motivation item 24

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	1	2	4,8	4,8	9,5
3	10	30	47,6	47,6	57,1
4	7	28	33,3	33,3	90,5
5	2	10	9,5	9,5	100,0

Total	21	71	100,0	100,0	
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Item 24, “Paragraf Deskriptif mudah bagi saya”. There were 1 student (4,8%) strongly disagree, 1 student (4,8%) disagree, 10 students (47,6%) uncertain, 7 students (33,3%) agree, 2 student (4,8%) strongly agree. The calculation of analysis students’ preception item 24 was 67 % with the categorized Agree.

Table 4.57 students’ motivation item 25

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	4	8	19,0	19,0	23,8
3	14	42	66,7	66,7	90,5
4	1	4	4,8	4,8	95,2
5	1	5	4,8	4,8	100,0
Total	21	60	100,0	100,0	

Item 25, “Saya senang menulis makalah analisis penelitian”.

There were 1 student (4,8%) strongly disagree, 4 students (19,0%) disagree, 14 students (66,7%) uncertain, 1 student (4,8%) agree, 1 student (4,8%) strongly agree. The calculation of analysis students’ preception item 25 was 57 % with the categorized Unsure.

Table 4.58 students’ motivation item 26

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4	9,5	9,5	9,5
3	3	9	14,3	14,3	23,8
4	12	48	57,1	57,1	81,0
5	4	20	19,0	19,0	100,0
Total	21	79	100,0	100,0	

Item 26,”Saya suka menulis walaupun tulisan saya dinilai tidak baik”. There were 2 students (9,5%) disagree, 3 students (14,3%) uncertain, 12 students (57,1%) agree, 4 student (4,8%) strongly agree. The calculation of analysis students’ preception item 26 was 94 % with the categorized Strongly Agree.

Table 4.59 students’ motivation item 27

	Frequency	Category	Percent	Valid Percent	Cumulative Percent
Valid 1	2	2	9,5	9,5	9,5
2	5	10	23,8	23,8	33,3
3	8	24	38,1	38,1	71,4
4	2	8	9,5	9,5	81,0
5	4	20	19,0	19,0	100,0
Total	21	64	100,0	100,0	

Item 27,” Saya suka orang lain membaca apa yang saya tulis”. There were 2 studentst (9,5%) strongly disagree, 5 students (23,8%) disagree, 8 students (38,1%) uncertain, 2 students (9,5%) agree, 4 students (19,0%) strongly agree. The calculation of analysis students’ preception item 27 was 61 % with the categorized Agree .

Table 4.60 students’ motivation item 28

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4	9,5	9,5	9,5
3	10	30	47,6	47,6	57,1
4	8	32	38,1	38,1	95,2
5	1	5	4,8	4,8	100,0
Total	21	71	100,0	100,0	

Item 28,” Saya senang menulis makalah penelitian”. There were 2 students (9,5%) disagree, 10 students (47,6%) uncertain, 8 students (38,1%) agree, 1 student (4,8%) strongly agree. The calculation of analysis students’ preception item 28 was 84 % with the categorized Strongly Agree.

Table 4.61 students’ motivation item 29

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4	9,5	9,5	9,5
3	5	15	23,8	23,8	33,3
4	13	52	61,9	61,9	95,2
5	1	5	4,8	4,8	100,0
Total	21	76	100,0	100,0	

Item 29,” Saya memiliki banyak kesempatan untuk menulis di kelas”. There were 2 students (9,5%) disagree, 5 students (47,6%) uncertain, 13 students (61,9%) agree, 1 student (4,8%) strongly agree. The calculation of analysis students’ preception item 29 was 90 % with the categorized Strongly Agree.

Table 4.62 students’ motivation item 30

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2	4,8	4,8	4,8
3	1	3	4,8	4,8	9,5
4	11	44	52,4	52,4	61,9
5	8	40	38,1	38,1	100,0
Total	21	89	100,0	100,0	

Item 30,” Menjadi seorang penulis yang baik adalah penting untuk mendapatkan pekerjaan yang baik.”. There were 1 student (4,8%) disagree, 1 student (4,8%) uncertain, 11 students (52,4%) agree, 8 students (38,1%) strongly agree. The calculation of analysis students’ preception item 30 was 105 % with the categorized Strongly Agree.

Table 4.63 students’ motivation item 31

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2	4,8	4,8	4,8
3	3	9	14,3	14,3	19,0
4	14	56	66,7	66,7	85,7
5	3	15	14,3	14,3	100,0
Total	21	82	100,0	100,0	

Item 31,” Saya mempraktekan menulis dengan tujuan untuk meningkatkan kemampuan saya”. There were 1 student (4,8%) disagree, 3 students (14,3%) uncertain, 14 students (66,7%) agree, 3 student (14,3%) strongly agree. The calculation of analysis students’ preception item 31 was 97 % with the categorized Strongly Agree .

Table 4.64 students’ motivation item 32

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	4,8	4,8	4,8
2	1	2	4,8	4,8	9,5
3	4	12	19,0	19,0	28,6
4	7	28	33,3	33,3	61,9
5	8	40	38,1	38,1	100,0
Total	21	83	100,0	100,0	

Item 32,” Menggunakan Teknik TPS membantu saya memperkaya kosakata saya.”. There were 1 student (4,8%) disagree, 1 student (4,8%) disagree, 4 students (19,0%) agree, 7 students (33,3%) agree, 8 students (38,1) strongly agree. The calculation of analysis students’ preception item 32 was 79 % with the categorized .

Table 4.65 students’ motivation item 33

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 3	5	15	23,8	23,8	23,8
4	13	52	61,9	61,9	85,7
5	3	15	14,3	14,3	100,0
Total	21	82	100,0	100,0	

Item 33,” Menggunakan Teknik TPS membantu saya belajar dari kesalahan rekan saya”. There were 5 students (23,8%) uncertain, 13 students (61,9%) agree, 3 students (14,3%) strongly agree. The calculation of analysis students’ preception item 35 was 130 % with the categorized Strongly Agree .

Table 4.66 students’ motivation item 34

	Frequency	category	Percent	Valid Percent	Cumulative Percent
Valid 2	3	6	14,3	14,3	14,3
3	9	27	42,9	42,9	57,1
4	3	12	14,3	14,3	71,4
5	6	30	28,6	28,6	100,0
Total	21	75	100,0	100,0	

Item 34,” Menggunakan Teknik TPS membantu saya berpikir dalam bahasa Inggris”. There were 3 students (14,3%) disagree, 9 students (42,9%) uncertain, 3 students (14,3%) s agree, 6 students (28,6) strongly agree. The calculation of analysis students’ preception item 34 was 89 % with the categorized Strongly Agree.

Table 4.67 students’ motivation item 35

		Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid	2	3	6	14,3	14,3	14,3
	3	8	24	38,1	38,1	52,4
	4	6	24	28,6	28,6	81,0
	5	4	20	19,0	19,0	100,0
	Total	21	74	100,0	100,0	

Item 35,” Menggunakan Teknik TPS membantu saya mengatasi ketakutan saya untuk menggunakan bahasa Inggris”. There were 3 students (14,3%) disagree, 8 students (38,1%) uncertain, 6 students (28,6%) agree, 4 students (19,0) strongly agree. The calculation of analysis students’ preception item 35 was 88 % with the categorized Strongly Agree.

Table 4.68 students’ motivation item 36

		Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid	2	2	4	9,5	9,5	9,5
	3	5	15	23,8	23,8	33,3
	4	14	56	66,7	66,7	100,0
	Total	21	75	100,0	100,0	

Item 36,” Menggunakan Teknik TPS memilih kata yang benar mudah bagi saya”. There were 2 students (9,5%) disagree, 85students (23,8%) uncertain, 14 students (66,7%) agree. The calculation of analysis students’ preception item 36 was 119 % with the categorized Strongly Agree.

Table 4.69 students’ motivation item 37

	Frequency	Categor y	Percent	Valid Percent	Cumulative Percent
Valid 2	3	6	14,3	14,3	14,3
3	6	18	28,6	28,6	42,9
4	9	36	42,9	42,9	85,7
5	3	15	14,3	14,3	100,0
Total	21	75	100,0	100,0	

Item 37,”Saya termotivasi menulis di kelas saya dengan menggunakan Teknik TPS”. There were 3 students (14,3%) disagree, 6 students (28,6%) uncertain, 9 students (42,9%) agree, 3 students (14,3%) strongly agree. The calculation of analysis students’ preception item 37 was 89 % with the categorized Strongly Agree.

Table 4.70

Intrinsics and Extrinsics

N o	Intrinsis	No Item	Prece nt (%)	Final ScoreP Presen tage
1	Preference for challeng	12,14,1 8,29	79%,7 7%,85 %,76 %	79,25%
2	Curiosity/Interest	1,2,15, 21,24,2 6,30	77%,5 7%,70 %,73	64,5%

			%,71, 79%,8 9%,	
3	Independent mastery	20,25	93%,6 0%	76,5%
4	Independent judgement	28	71%	71%
5	Internal criteria for success	10,11,1 3,17,19 ,32,33, 34,35	72%,7 8%,88 %,87 %,86, 83,87, 75%,7 4%,82 %	81,2%
Total Highest Minimum Average		372,45 %		
		81,2 %		
		64 %		
		74,49 %		
No	Extrinsics	No Item	Score	Final Score
6	Preference for easy work	4,7,22, 36	75%,6 2%,70 %,75 %	70,5%
7	Pleasing a teacher/getting a grade	9,16,31	79%,7 5%,82 %	78,6%
8	Dependence on the teacher in figuring out problems	23	78%	78%
9	Reliance on Teacher's judgement about what to do	27	64%	64%
10	External criteria for success	3,5,6,7, 37	75%,7 9%,79 %,62 %,75 %	74%
Total Highest Minimum Average		365,1 %		
		78,6 %		
		64 %		
		73,02 %		

Based on the table students motivation score of questionnaire items, in the intrinsic scale, the final score of preference for challenge was 79.25, curiosity/interest 64.5, independent mastery 76.5, independent judgement 71, and internal criteria for success 81.2. in the extrinsic scale, the final score of preference for easy work was 70.5, pleasing a teacher/getting grades 78.6, dependence on teacher in figuring out problems 78, reliance on teacher's judgment about what to do 64, and external criteria for success 74. The final score showed us that the higher score was on extrinsic scale, in the internal criteria for success with the score 81.2. And the lower score was on extrinsic scale, in the independent mastery with the score 74.

B. Research Findings

1. Testing Normality and Homogeneity

a. Normality Test

This study, researcher used One-Sample Kolmogorov-Smirnov Test to test the normality.

1. Testing of Normality Writing Ability of Pre- Test Experiment and Control Class

Table 4.71

Testing of Normality One-Sample Kolmogorov-Smirnov Test

		experiment_g roup	control_grou p
N		21	26
Normal Parameters ^{a,b}	Mean	55,43	55,31
	Std. Deviation	8,512	9,473
	Most Extreme Absolute	,177	,167

Differences	Positive	,177	,167
	Negative	-,149	-,134
Test Statistic		,177	,167
Asymp. Sig. (2-tailed)		,162 ^c	,115 ^c

a. Test distribution is Normal.

Based on the calculation used SPSS program, the asymptotic significance normality of control class was 0.115 and experiment class 0.162. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ($\alpha=0.05$). Because asymptotic significance of control = $0.115 \geq \alpha = 0.05$, and asymptotic significance of experiment = $0.162 \geq \alpha = 0.05$.

It could be concluded that the data was normal distribution.

2. Testing of Normality Writing Ability of Post- Test Experiment and Control Class

Table 4.72

Testing of Normality One-Sample Kolmogorov-Smirnov Test

			experiment_g roup	control_grou p
N			21	26
Normal Parameters ^{a,b}	Mean		85,,33	79,88
	Std. Deviation		8,822	7,469
Most Extreme Differences	Absolute		,109	,139
	Positive		,092	,069
	Negative		-,109	-,139
Test Statistic			,109	,139
Asymp. Sig. (2-tailed)			,200 ^{c,d}	,200 ^{c,d}

a. Test distribution is Normal.

Based on the calculation used SPSS program, the asymptotic significance normality of control class was 0.200 and experiment class 0.200. Then the normality both of class was

consulted with table of Kolmogorov- Smirnov with the level of significance 5% ($\alpha=0.05$). Because asymptotic significance of control = $0.200 \geq \alpha = 0.05$, and asymptotic significance of experiment = $0.200 \geq \alpha = 0.05$. It could be concluded that the data was normal distribution.

3. Testing of Normality Students Motivation for Experimenatal group.

Table 4.73

Testing of Normality One-Sample Kolmogorov-Smirnov Test

		Writing_Motivation
N		21
Normal Parameters ^{a,b}	Mean	134,7619
	Std. Deviation	11,45384
Most Extreme Differences	Absolute	,114
	Positive	,068
	Negative	-,114
Test Statistic		,114
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

Based on the calculation used SPSS program, the asymptotic significance normality of motivation of experiment class 0.200. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ($\alpha=0.05$). Because asymptotic significance of asymptotic significance of experiment = $0.200 \geq \alpha = 0.05$. It could be concluded that the data was normal distribution.

2. Homogeneity Test

In this study, researcher used Levene Test Statistic to test the homogeneity of variance.

Table 4.74

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1,346	2	81	,266

Based on the calculating used SPSS 22.0 program, the data showed the significance was ,266. The significant of the levene test statistic was higher than 0.05 ($,266 \geq 0.05$). It meant that the scores were violated the homogeneity.

3. Testing Hypothesis

Table 4.75

Calculating Testing Hypothesis

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1049,186	2	524,593	8,653	,000
Within Groups	4910,564	81	60,624		
Total	5959,750	83			

Based on SPSS 22.0 statistic program calculation, the result showed that Degree of Freedom Between Group (DFb)= 2 and Degree of Freedom Within Group (DFw) = 81 ($F_{table} = 3.55$) and F_{value} was 8.653. It showed F_{value} was higher than F_{table} ($8.653 > 3.55$). So, H_0 was refused and H_a was accepted. There was significant differences among groups after doing the treatment, with $F_{value} = 8.653$ and the significant level was lower than alpha (α) ($0.00 \leq 0.05$).

Knowing that there was a significant difference among groups after doing the treatment, researcher needed to test the hypotheses. Because ANOVA was only to know that there was significant differences among groups, not to know where the differences among groups are, to answer problems of the study and test the hypotheses, the writer applied Post Hoc Test.

Table 4.76

Post Hoc

Multiple Comparisons

(I) code (J) code	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
1,00 2,00	30,02564*	2,50272	,000	24,0503	36,0010
	8,63063*	2,33058	,001	3,0663	14,1950
2,00 1,00	-30,02564*	2,50272	,000	-36,0010	-24,0503
	-21,39501*	2,18295	,000	-26,6069	-16,1831
3,00 1,00	-8,63063*	2,33058	,001	-14,1950	-3,0663

2,00	21,39501*	2,18295	,000	16,1831	26,6069
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*. The mean difference is significant at the 0.05 level

The criteria H_0 is accepted when the significant value is higher than alpha (α) (0.05), and H_0 is refused when significant value is lower than alpha (α) (0.05).

First, based on the calculation above used SPSS program of Post Hoc Test, experimental class of TPS showed the significant value lower than alpha ($0.001 < 0.05$). It means that there was significant effect of TPS toward writing fluency. So, H_0 was refused and H_a was accepted.

Second, based on the calculation above used SPSS program of Post Hoc Test, TPS of experimental class showed the significant value was lower than alpha ($0.000 < 0.05$). It means that there was significant effect of guided questions on speaking anxiety. Thus, H_a was accepted and H_0 was refused.

Third, based on the calculation above used SPSS program of Post Hoc Test, the result showed significant value was higher than alpha ($0.001 > 0.05$). It means that there was no different effect of writing fluency and learning motivation. Therefore, H_a was accepted and H_0 was refused.

4. Interpretation Result

Based on the result of the research, researcher interpreted that:

- a. Teaching using Think Pair Share Technique was more effective on students' writing ability than teaching writing without giving the Think Pair Share Technique. It was shown that the result showed significant value was lower than alpha ($0.001 \text{ lower} \leq 0.05$).

- b. Teaching using Think pair Share was more effective on students motivation than teaching writing without giving Think Pair Share. It was shown that the result showed significant value was lower than alpha ($0.001 \leq 0.05$).

In addition, based on Post Hoc test, writing ability in experimental class showed the significant value was lower than alpha ($0.001 < 0.05$) and learning motivation the significant value was lower than alpha ($0.001 < 0.05$). It proves that the think pair share technique is effective in writing ability and learning motivation. Thus, it concludes that using think pair share affect students' writing ability and learning motivation score of MA Darul UlumPalangka Raya.

C. Discussion

Accoording Sahardian, Cut Salwa Hanum, Sofyan A. Gani (2017), the result of the hypothesis that says "the useThink Pair Share can improve the ability of students to write better descriptive texts" was accepted. In other words, it can be said that the use of Think Pair Share technique overcomes most of the students' difficulties in a number of writing aspects in writing descriptive texts.

The result of the data analysis showed that think pair share gave significance effect on writing abilityat tenth gradeof MA Darul UlumPalangka Raya.This statement is supported by Rosnani Sahardian's research, Cut Salwa Hanum, Sofyan A. Gani which states that using Think Pair Share techniques can improve student writing skills. The students who were taught using think

pair share got higher score than students who were taught without think pair share. It was proved by the mean of writing ability was 85.33 points and the mean of control group was 79.88 points. This research is also supported by using calculation SPSS which shows that there was significant effect of think pair share toward writing ability with p-value was lower than alpha.

The finding of the study interpreted that the alternative hypothesis stating that using think pair share on writing ability for the tenth grade students at MA Darul Ulum Palangka Raya was accepted and the null hypothesis stating that using think pair share on writing ability and learning motivation for the tenth grade students at MA Darul Ulum Palangka Raya was rejected.

The result of the data analysis showed that think pair share gave significance effect learning motivation at tenth grade of MA Darul Ulum Palangka Raya. The students who were taught think pair share got higher score than students who were taught without think pair share. It was proved by the mean of experimental group was 85.33 points and mean of control group was 79.88 points. This research is also supported by using calculation SPSS which shows that there was significant effect of think pair share toward learning motivation with p-value was lower than alpha.

In conclusion, the use of think pair share as a technique in the teaching and learning process of writing can make a significant improvement on the students' score. It could be stated that think pair share can be used to solve the students' writing problem and it can increase the students' writing ability. The hypothesis says that "There is a significant difference in writing ability

between students who are taught using think pair share and those who are taught by conventional media” is accepted.



CHAPTER V

CONCLUSION AND SUGGESTION

In this part, the writer gave the conclusion and suggestion about the result of study. The conclusion of the study was to answer the problems of the research. The suggestions are expected to make better improvement and motivation for students, teacher and researcher related with the use of think pair share on writing ability and learning motivation.

A. Conclusion

The conclusion of this research study is supported by three findings. They answer the problem formulation in Chapter I.

The Firstly result based on the data analysis, it was shown that teaching using think pair share was more effective on students' writing ability than teaching writing without giving the think pair share. It was shown that the result showed significant value was lower than alpha ($0.00 \text{ lower} \leq 0.05$). Thus, H_a that stating using think pair share gives significant effect on students writing ability of the students MA Darul Ulum Palangka Raya was accepted and H_o that stating using think pair share did not give significant effect on students writing ability the students of MA Darul Ulum Palangka Raya was rejected.

secondly, result of testing hypothesis shown that experiment Group of students motivation showed the significant value (0.01) was lower than the alpha (0.05). It meant that there was significant effect of using think pair share on students motivation. Therefore, H_a that state using think pair share give

significances effect for experiment class in students motivation of the students MA Darul Ulum Palangka Raya was accepted and H_0 that state using think pair share does not have a statically significant effect on students motivation of MA Darul ulum Palangka Raya was rejected.

Calculation, on the calculation above used manual calculation and SPSS program of Post Hoc Test, Experiment Group of writing ability and motivation showed the significant value (0.001) was lower than the alpha (0.05). It meant that there was significant effect of think pair share on students writing ability and students motivation. Therefore, H_a that state using think pair share give significances effect for experiment class in writing ability of the students of MA Darul Ulum Palangka Raya was accepted and H_0 that state using think pair share does not have a statically significant effect on students motivation of the students MA Darul Ulum Palangka Raya was rejected.

It means that the alternative hypothesis stating tha was any significant effect using think pair share On Writing Ability And Motivation at MA Darul Ulum Palangka Raya was accepted. On contrary, the null hypothesis was rejected.

B. Suggestion

In line with the conclusion, the writer would like to propose the following suggestions that hopefully would be great to use for the tenth grade student of MA Darul ulum Palangka Raya, the teacher, students, and next researcher.

1. Students

For the students, have to practice a lot even without being instructed by the teacher and read more to get inspiration for the material or topic to be written. It is expected for the students of MA Darul Ulum Palangka Rayato enrich their knowledge about the use of think pair share technique as an alternative teaching technique in teaching learning process of writing. They are motivated to learn other various techniques in teaching learning process of writing.

2. Teacher or Lecturer

The research finding shown that this technique is effective to student writing ability and learning motivation, so the researcher recommend this techniqueto English teacher or lecturer for teaching writing in the class. The technique chosen has to overcome students' difficulty in writing texts and building students' creativity. It has to motivate, stimulate and improve students' writing ability.

3. Other Researchers

This research is only aimed at finding the significance of think pair share technique on the teaching-learning process of writing. It needs an outgoing research in the form of an action research study as an effort to improve students' writing ability. The next researchers also is able to combine the think pair share with outline to make the students easier to start writing.

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